

St Euphemia College

Strive for Excellence



ANNUAL EDUCATIONAL AND FINANCIAL REPORT 2019



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ST EUPHEMIA COLLEGE 2019 ANNUAL REPORT

The following report provides academic and non-academic data and information on a range of key indicators within St Euphemia College. It serves a dual role in meeting State and Federal legislation requirements, as well as providing the wider College community with a glimpse of our successes, activities and achievements in 2019.

The report outlines the policies, performance measures and procedures currently implemented to ensure that the School is compliant with requirements specified by the NSW Educational Standards Authority (NESA).

Its primary purpose is inform parents, caregivers and the community how students in our School are progressing, and outline the strategies in place to maximise student achievement. It provides a detailed account of the progress the School has made to deliver high quality educational opportunities for all students, as set out in the School's Strategic Plan 2020-2024.

The Report complements, and is supplementary to, School newsletters, the School website and other regular communications.

Further information about this Report may be obtained by contacting the School on (02) 97968240 or by visiting the website at <http://www.steuphemia.nsw.edu.au>

To ensure that the goals of the School are being met, policies, procedures, student and staff performances are regularly evaluated and reviewed at regular Board, Senior Executive, Executive, Staff, Faculty and Welfare meetings or as the need arises.

PERFORMANCE MEASURE 1

A MESSAGE FROM KEY SCHOOL BODIES

1.1 Message from His Eminence Archbishop Makarios

Dear Staff, Students and Parents of Saint Euphemia College,

*“With us everything should be secondary compared to our concern with children, and their
Upbringing in the instruction and teaching of the Lord.”*

Saint John Chrysostom underlined the importance of a child’s upbringing within the realm of the Church. Here, one continues to experience God’s love and it is through institutions like Saint Euphemia College that we can make this known to our children.

Your school vision notes that all who possess a common love for our school community, aim to provide a dynamic Orthodox Christian framework where students strive to achieve academic excellence, a love for learning, social responsibility, spiritual growth and respect.

The staff and parents of Saint Euphemia College work collaboratively for this vision to be achieved and in doing so, foster an environment where their nurturing and undivided attention is given to every student. In turn, our students develop the virtuous characteristics required for this ever-changing world.

I am glad knowing that this past academic year was a fruitful one for all involved and as it ends, I pray that we continue to strive for academic excellence in the New Year.

Wishing you all every blessing from above, I remain with fatherly love,

In Sydney, 30th October 2019

Prayerfully yours,

Archbishop MAKARIOS

Primate of the Greek Orthodox Church in Australia

1.2 Message from Mr. Christos Spiropoulos, Board President

From its humble beginnings in January 1989 and its inauguration by the late Archbishop Stylianos on 26 February 1989, this year marks the 30th anniversary of St Euphemia College. Since commencing on 30 January 1989 with 29 students from K to 3, the College now provides academic and religious education for over 630 students between Prep to Year 12.

It gives me great pride as the newly elected President to continue in the footsteps of the founders of the College including the late Rev. Fr Michael Apostolopoulos and the late President Mr Peter Theophilou. This year marks a new strategic direction for the College with the departure of Mr Harry Hirakis and the appointment of Rev. Father Peter Mavrommatis as the new Interim Principal. We thank Mr Hirakis for 25 years of service and the contribution he has made at the College. The Board is confident that under the pedagogical and spiritual direction of Fr Peter Mavrommatis, the next chapter of St Euphemia College will begin.

I also take this opportunity to congratulate His Eminence Archbishop Makarios of Australia on the occasion of his election and enthronement and on behalf of the School Board, sincerely thank him for his spiritual guidance and his special blessing to appoint Fr Peter Mavrommatis as the Interim Principal of St Euphemia College.

To our graduating students in Year 12, we hope your years at St Euphemia have been fulfilling and I am sure will serve you well in your future endeavours. We also hope you remain in touch with the Church and become active members of the College Alumni. Congratulations to all students of the College who have contributed to this year's academic and sporting achievements.

On behalf of the School Board, our students and the wider school community, we extend our genuine appreciation to every member of the College staff for their ongoing contribution and commitment to delivering the positive and productive educational environment that defines the achievements and success of St Euphemia College.

I also sincerely express the School Board's gratitude to all parents and caregivers who have entrusted St Euphemia College with the education of their children. With God's grace and the intercession of St Euphemia, we will continue to strive and offer the students of the College the best Orthodox Christian environment for learning and nurturing.

Last but not least, a very special thank you goes out to our parish priests Rev. Fr Panagiotis Protosaltis and Rev. Fr Peter Mavrommatis for the continual pastoral care and spiritual counsel they provide to our students.

On behalf of the Board of Directors, we wish you all a happy and safe holiday period, a very Merry Christmas and a Happy New Year filled with peace, love and good health.

Yours faithfully,

Christos Spiropoulos
President, Board of Directors

1.3 Message from Fr. Peter Mavrommatis, College Principal

For the Orthodox, an anniversary is both an invitation and a challenge to reflect. As we celebrate 30 fruitful years of teaching and learning at Saint Euphemia College, we have both the honour and the duty to contemplate on the past 30 years and set our course for the years and decades to come.

We give thanks to Almighty God, Who through the intercessions of Saint Euphemia has blessed the work of our parish and college throughout our history. It is only by God's Grace that the humble house once used for Sunday liturgies grew into a fully functioning parish. It is only by God's Grace that what started off as an idea about a Greek Orthodox Day School to cater for the Greek Orthodox faithful of Bankstown and the surrounding districts grew into the reality that is Saint Euphemia College, which 30 years later stands as a beacon, offering a comprehensive, Greek and Orthodox education in an increasingly secular and changing world.

We give thanks to all those who worked selflessly to ensure that the hopes and dreams of the faithful who settled in Bankstown many years ago would become a reality. Many are not with us today, but their souls rejoice knowing that their labours have borne fruit.

We thank God for the founder of the Greek Orthodox Day Schools System of the Greek Orthodox Archdiocese, Archbishop Stylianos of Blessed Memory, who so loved our church and school communities and never failed, even in ill health, to be with us at our celebrations and festivals.

We thank God for Fr Michael Apostolopoulos, the humble and tireless worker in God's Vineyard for his dedicated service and spiritual support for staff and students.

We thank God for the late Mr Peter Theophilou OAM, the Founding President of Saint Euphemia College. He was a man of great vision who tirelessly sought opportunities for the College to flourish.

We pray that God rests the souls of our colleagues, family members, friends and students who have departed this temporary life. You have not only touched our hearts; you have shaped us and made us better people.

We thank all the staff who have offered so much to our students over the years. We especially thank Mr Miltiades Yiangou and Mr Hirakis for their leadership over many years.

We thank the families who have entrusted their children's education and progress to us. The increasing number of students who have returned to enrol their own children in the College bears witness to its success.

Finally, we thank God, who in the person of His Eminence Archbishop Makarios has sent us a loving and dedicated father to guide us through the next stage of our journey as we consolidate on the work of our first 30 years and plan, with His Eminence's Blessing, our path for the future progress of our College. We look forward to learning from our Archbishop and receiving his love.

We are grateful for the improvements we have been able to make to the College in 2019. We have been in a position to refurbish the Primary School and to upgrade the College's IT network. Significant funding was dedicated to these projects and we aim to continue with refurbishments in the future with the help and cooperation of all stakeholders and the greater community.

Thanking God for His Blessings, we pray that through the intercessions of Saint Euphemia, our College progresses for many years to come!

Fr Peter
College Principal

1.4 Message from Primary School Captains

2019 was a very eventful and fortunate year that we will never forget and treasure in our hearts forever. A year of magnificent experiences and unforgettable memories. A beautiful bond with friends and teachers in which made all of us proud and demonstrative towards each other.

As school captains, we are fortunate to have the opportunity to acknowledge those who have made this year the best one yet. At St Euphemia College, we have brilliant teachers who are dedicated to teach us to Strive for Excellence.

A very thankful mention must also be given to a very special part of a school, Father Peter, Ms. Xanthoudakis and all the beautiful, dedicated staff, who have taught us everything we know through the past years. The goals that we set for each other, the accomplishments that we achieved was because of them. Without these very special members of our school community, this school would not be the same.

We would like to take this opportunity to thank the Vice Captains Trifon Paraskevopoulos and Allana Dinoris, as well as the Prefect Body, who deserve to be mentioned after all their time and effort over the past year.

We began our first day in Kindergarten in 2013 – a few of us terrified to start this new adventure and others were keen to get started. With the assistance and guidance from our Kindergarten teachers Ms. Apostolou and Ms. Dinoris, we thank you for helping us during the good and the bad times. We also thank our Year 6 buddies, who are now graduating, that helped us, fit in and assisting us through our tough times. We now have become role models to our buddies, classmates and students in the years below.

Our role as School Captains has seen us proudly leading our Primary School in events such as 25 March, Greek Independence Day march, The Battle of Crete and Cyprus Remembrance Day. We have led our school by example following the footsteps of our previous Captains.

We would like to wish the new School captains and the Prefect body a very special year in Year 6 and wish them the best of luck in their following years of high school.

As we part from Primary school, and start our new adventure into High school, we take with us meaningful friendships, many valuable memories of our school that have molded us into the mature, strong and vivacious Christians we are today.

To our Year 6 friends who will be leaving the School, we wish you all the best in your new school, and hope you never forget all the memorable memories and always cherish them and to always continue to ‘Strive for Excellence.’

Leander Koglu and Tiana Sentas

1.5 Message from High School Captains

Today we close a door. A door that holds our own unique journey and memories with St Euphemia College. For some of us these memories have stretched back for over 13 years, where others have joined us along the way, but it is fair to say that this graduation is our opportunity to add a final memory to our unique St Euphemia Hallway of memories. It is important that we reflect on these memories in the future as they hold within them, the life lessons we have learnt from our time at the school.

Together with our parents, as we conclude our last day of secondary schooling, it is necessary to rediscover something forgotten, our first day of school. We entered the school with a thirst for knowledge, a yearning for lifelong friendships and of course some of us with a river of tears. Our parents let our little hands go for the first time, allowing us to discover a new home away from home. In our little minds, we could have never imagined the day that we are currently living. 13 years ago feels like a long time, but paradoxically it feels just like yesterday. I often reflect on the times of the past, where worries were few and pencil cases were filled with colouring pencils. It is through this reflection that I have come to understand how under the guidance of our principal and teachers, St Euphemia has cultivated a warm learning environment that instilled the values of integrity and compassion within my growing mind. Through this, we now leave the school as confident young men and women with an ambition to strive for excellence in our future endeavours.

On behalf of the grade we would like to take this opportunity to extend the grade's gratitude to all the staff of St Euphemia for the role they have played in our journey. You have taught us to always be kind, compassionate and welcoming. I would like to make a special mention to the sport coaches who travelled interstate every year to give us the opportunity to represent the school at the Greek Orthodox Archdiocese National Schools Event. Furthermore, I would like to also thank the teachers who took part in all the teachers versus students games this week as you have helped us create memories that we will cherish forever. Our teachers have put in, a significant amount of time and effort and have been deeply involved in helping us reach our maximum potential.

One of these teachers, who has contributed enormously to our high school journey is Ms Omeros. She has been the best year Advisor we could have asked for, the one person who no matter what, supported us, guided us and sacrificed so much for us. Thank you! We will always be grateful and appreciative of you. Thank you so much for being the one person we felt comfortable to talk to. Thank you for never leaving our side throughout the uncertainties of High School and for being understanding. Our Mumager, on behalf of the grade I would like to extend my apologies for everything we have put you through. We will forever cherish your patience and be grateful for the support and guidance you provided us during our High School journey. The canvas on display tonight is an artistic gift we organised for Ms Omeros as a token of appreciation for her support.

While we have shared many moments together, we anticipate many more exciting moments to come. Our friendships, our teachers and the school have all moulded the people we have become and have equipped us with the skills we need to embark on this next chapter in our lives, seeking new challenges and creating new memories with the support of one another. With the HSC fast approaching it is imperative that we maintain the relationships we have developed with our peers to support us through our final examinations. I am confident that we have created meaningful connections with our peers and these relationships will continue to grow out of school.

Tonight marks the sealing of an envelope marked Year 12. For some of us we have spent over half our life at this school. It has indeed become second nature to us. It will feel quite unusual for us to wake up without having to put on our uniform. Despite this uncertainty, I am confident that the knowledge I have acquired at St Euphemia College will guide me towards the right path in life.

Through the school's interconnection with the church, we have developed our connection to the Greek Orthodox faith, which will also play a pivotal role in influencing the moral and ethical choices we make in our lives after school.

Tonight is an emotional ending to a fulfilling and successful journey. On behalf of the Class of 2019, I would like Ms Omeros to come up to the front and receive this present as a token of our appreciation of her contribution to the success of this journey.

We wanted to also thank our parents for their love and guidance. We are sure this guidance and love will help us through our final examinations and future.

We wish each and every one of you the very best in your HSC and in all your future endeavours.

Thank you!

Maria Georgakopoulou and Andre Thomas

PERFORMANCE MEASURE 2

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

2.1 Rationale, Goals and Aims of St Euphemia College

St Euphemia College is a coeducational school providing education to 600 students Prep –Year 12 (283 in Primary and 317 in High School). The School was established in 1989 by the Greek Orthodox Parish and Community of Bankstown and Districts.

The students, who come from various cultural and linguistic backgrounds are encouraged to excel in all their endeavours in a caring, disciplined and safe environment that is responsive to individual needs.

The School pursues the objectives, processes and outcomes of education as stated by the NSW Education Standards Authority (NESA). English is the medium of instruction, and courses are offered in all Key Learning Areas of primary and secondary education.

The School is a community of staff, students, parents and caregivers who work collaboratively to foster growth and personal wellbeing where every student can “Strive for Excellence”.

Some unique features of our College include the continuum of learning from Prep to Year 12, a diverse range of curriculum, small senior classes and VET courses.

St Euphemia College encourages students to excel in all their endeavors in a caring, disciplined and safe environment that is responsive to individual needs. Our School has a strong focus on embedding the Greek language and culture into the student’s daily routine.

2.2 Mission Statement

That within a dynamic Orthodox, Christian framework, a student may strive to achieve academic excellence, a love for learning, social responsibility, spiritual growth and respect for a healthy mind and body.

2.3 School Motto

“Strive for Excellence”

Saint Euphemia is central to our emblem. Her whole life was dedicated to the Word of God and she sought to cultivate the virtues of knowledge and wisdom. Her life shows us the path we need to take in our search for knowledge and truth. The cross above the emblem signifies our School’s commitment to our Lord and Saviour Jesus Christ and His Church.

The motto of our School, **Strive for Excellence** sits below our emblem.

PERFORMANCE MEASURE 3

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN

The purpose of the National Assessment Program – Literacy and Numeracy (NAPLAN) is to assess the literacy and numeracy learning of students in all Australian schools at Years 3, 5, 7 and 9.

In 2019, 35 Year 3 students, 38 Year 5, 64 Year 7 and 50 Year 9 students participated in NAPLAN.

Students performed consistently across all aspects of Numeracy and Literacy.

NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

Note: Table contains actual Nation-wide data for 2019

Performance on NAPLAN is also documented on the My School website:

<http://www.myschool.edu.au>

3.1 NAPLAN results: percentages at or above minimum standard for Year 3.

Year 3		
2019 Test	Percentage of students at or above the minimum standard	
NAPLAN Test	St Euphemia %	Nation-wide %
Reading	100	98
Writing	100	99
Spelling	100	95
Grammar and Punctuation	100	97
Numeracy	100	97

Table 1: Year 3 NAPLAN Test Results

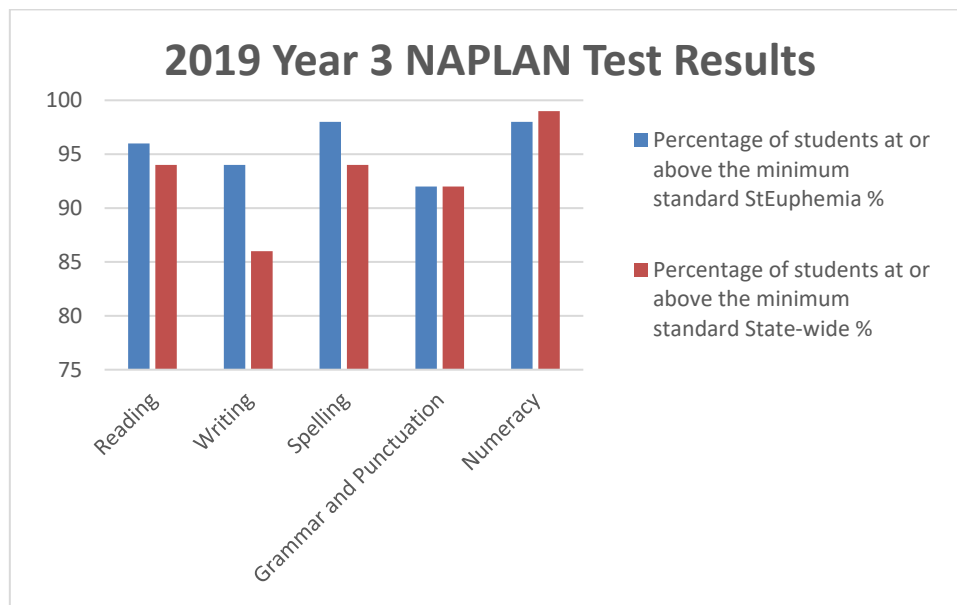


Figure 1: 2019 Year 3 NAPLAN Results

When comparing the performance of St Euphemia College (SEC) Year 3 students to both the national and other similar schools' results, our students performed above the minimum standard across all aspects (Reading, Writing, Spelling, Grammar and Punctuation, Numeracy, Measurement Space and Geometry and Number Patterns and Algebra)

Year 3:

63% of students in top two bands for Writing compared to 58% nationwide

66% of students in top two bands for Spelling compared to 49% nationwide

3.2 NAPLAN results: percentages at or above minimum standard for Year 5.

Year 5		
2019 Test	Percentage of students at or above the minimum standard	
NAPLAN Test	St Euphemia %	Nation-wide %
Reading	92	96
Writing	100	95
Spelling	100	96
Grammar and Punctuation	92	97
Numeracy	100	97

Table 2: Year 5 NAPLAN Test Results

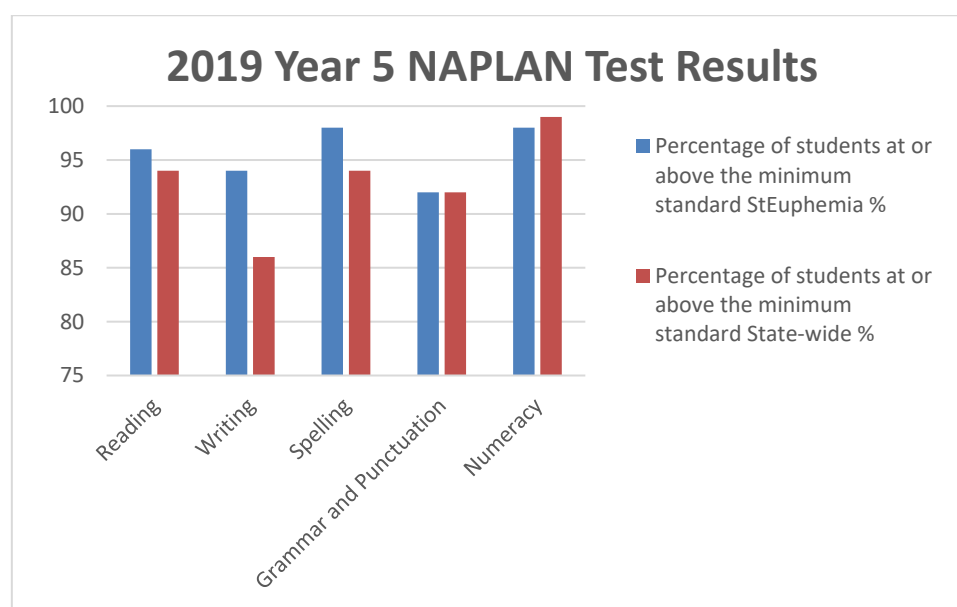


Figure 2: 2019 Year 5 NAPLAN Results

When comparing the performance of St Euphemia College (SEC) Year 5 students to both the national results and other similar schools, our students performed above the minimum standard across Writing, Spelling and Numeracy.

The students performed particularly well in the Writing test where 61% of SEC students achieved Band 6 or over compared with 52% nationwide.

Year 5 Reading, Grammar and Punctuation need to be focus areas for 2020 as fewer students achieved results in the top two bands.

3.3 NAPLAN results: percentages at or above minimum standard for Year 7.

Year 7		
2019 Test	Percentage of students at or above the minimum standard	
NAPLAN Test	St Euphemia %	Nation-wide %
Reading	100	96
Writing	95	92
Spelling	94	95
Grammar and Punctuation	97	93
Numeracy	98	96

Table 3: Year 7 NAPLAN Test Results

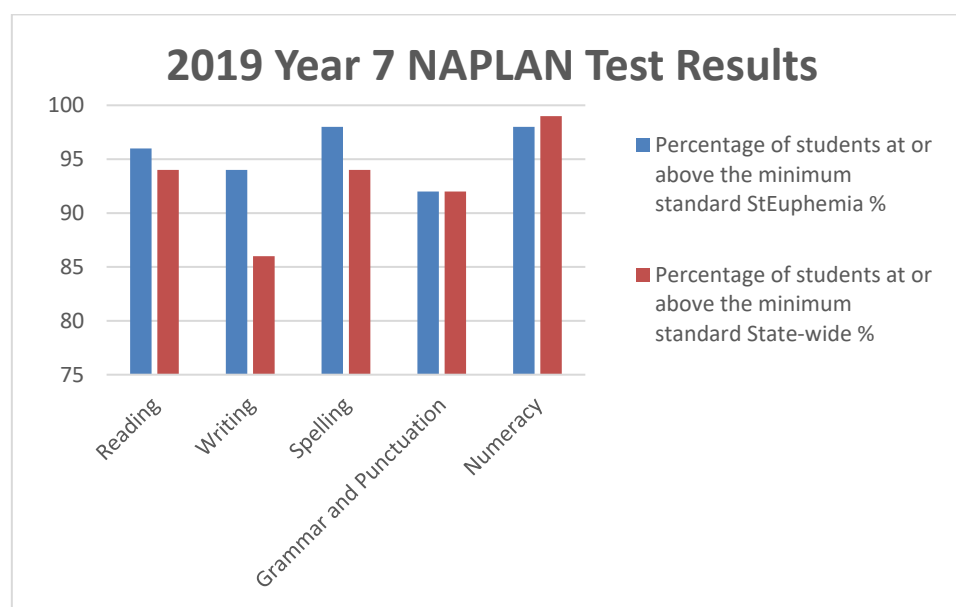


Figure 3: 2019 Year 7 NAPLAN Results

The table above shows a comparison of the 2019 NAPLAN minimum standards results for St Euphemia College against the State. The school performed particularly well in most categories except for spelling, although 81% of the students achieved a band 7 or above in spelling compared to 74% for the state.

In addition, Year 7 students performed well in Grammar & Punctuation, with 67% of student achieving a band 7 or above compared to the 58% for the state.

3.4 NAPLAN results: percentages at or above minimum standard for Year 9.

Year 9		
2019 Test	Percentage of students at or above the minimum standard	
NAPLAN Test	St Euphemia %	Nation-wide %
Reading	96	94
Writing	94	86
Spelling	98	94
Grammar and Punctuation	92	92
Numeracy	98	99

Table 4: Year 9 NAPLAN Test Results

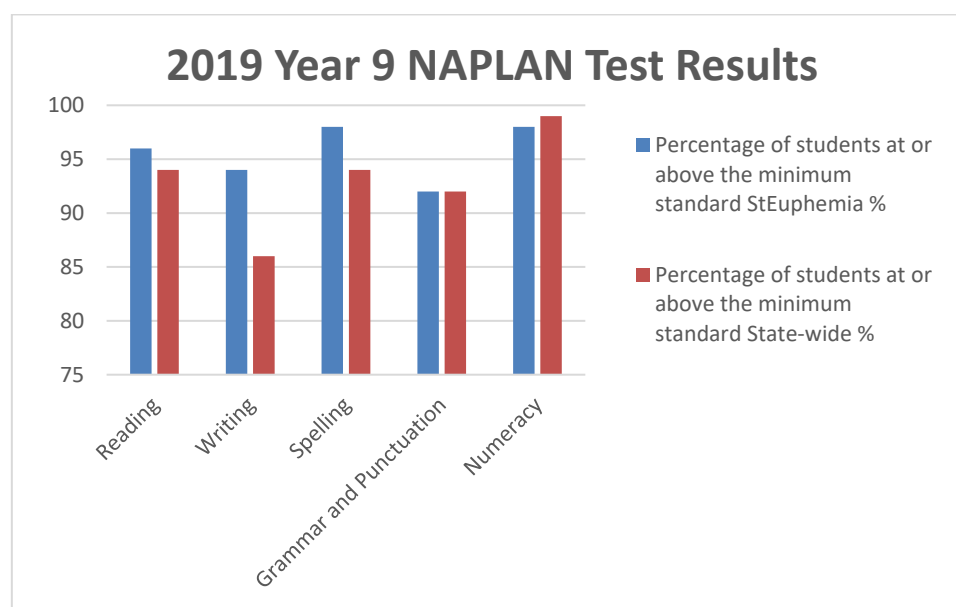


Figure 4: 2019 Year 9 NAPLAN Results

In Year 9, the majority of student results were equal to or above the national averages in Literacy

The aspect of Literacy, which was identified the previous year as requiring attention, showed a vast improvement in 2019 as a result of continual intervention strategies implemented throughout 2019.

Further analysis shows strong performances in areas of Literacy for St Euphemia College (SEC):

- 82% achieved a band 7 or above for SEC compared to 71% for the state in Writing
- 64% achieved a band 8 or above for SEC compared to 58% for the state in Spelling
- 50% achieved a band 8 or above for SEC compared to 46% for the state in Grammar & Punctuation
- 56% of SEC students achieved a band 8 or above, which is in line with the state and similar schools in the area.

PERFORMANCE MEASURE 4

SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

4.1 THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT (ROSA)

The Record of School Achievement Certificate (RoSA) is awarded to eligible students who leave school before receiving their Higher School Certificate. It is a cumulate credential for Years 10, 11 and 12 in that it allows students to accumulate their academic results until they leave school.

It is of specific use to students leaving school prior to the HSC.

All students in Years 10 and 11 were eligible for a Record of School Achievement. This credential, issued by NESA, was sought after by a small group of students who exited school to pursue a combined HSC and trade qualification.

46 students were enrolled in Year 11. The Grades for the Year 11 students in 2019 were as follows:

Year 11 Subjects	Grades % A – C	Grades % D – E
Ancient History	73	27
Biology	100	0
Business Studies	82	18
Chemistry	83	17
Design and Technology	83	17
Economics	100	0
Engineering Studies	100	0
English Advanced	100	0
English Extension	100	0
English Standard	75	25
Food Technology	87	13
Geography	100	0
Hospitality	84	16
Information Processes & Technology	80	20
Legal Studies	100	0
Mathematics Extension 1	100	0
Mathematics General	56	44
Mathematics	69	31
Modern Greek	100	0
Modern History	63	37
Music	100	0
Personal Development/Health/Physical Education	86	14
Physics	100	0
Society and Culture	100	0
Studies Of Religion	93	7

Table 5: Year 11 Grades for 2019

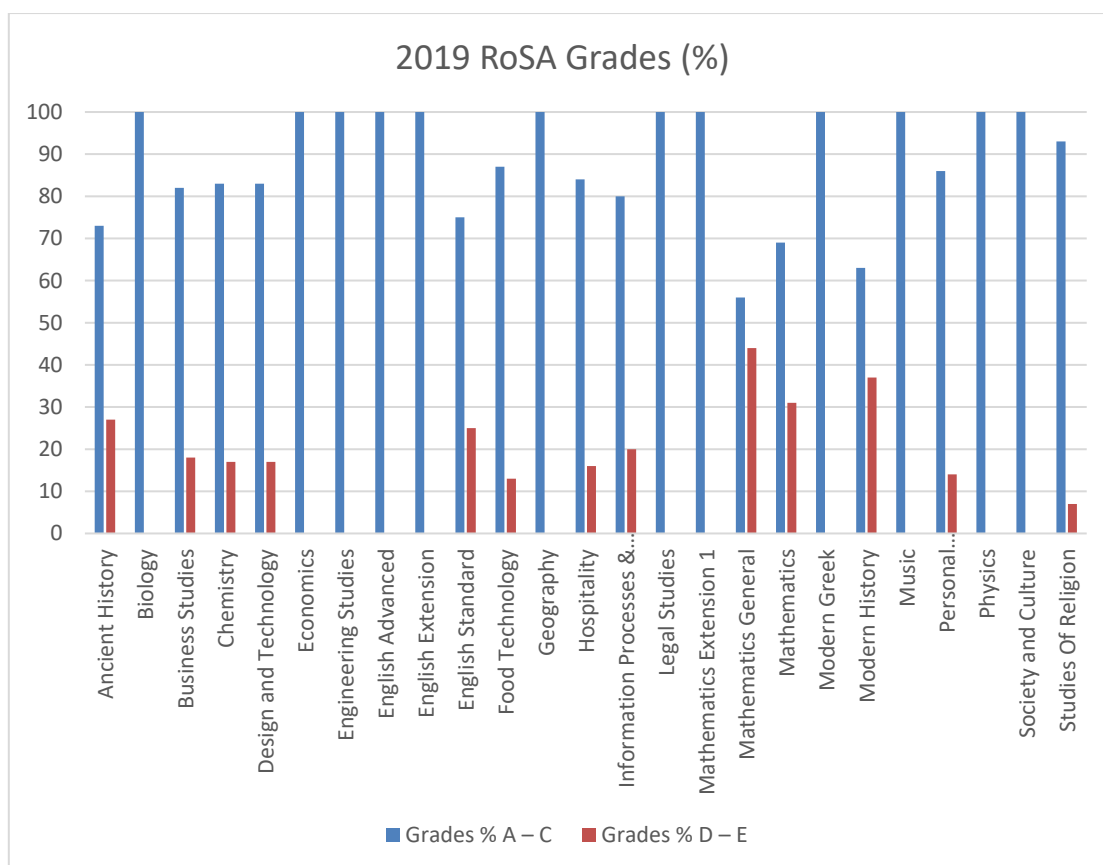


Figure 5: 2019 RoSA Grades (%)

4.2 HIGHER SCHOOL CERTIFICATE

The twenty-first group of students from St Euphemia College sat for the NSW Higher School Certificate in 2019. 48 students sat for 30 courses.

HIGHER SCHOOL CERTIFICATE	Number Of Students		Bands 3 – 6 %		% change	Bands 1 – 2 %		% change
	2018	2019	2018	2019		2018	2019	
Ancient History	23	7	78 (84)	100 (84)	+22	22 (16)	0	-22
Biology	13	6	85 (89)	67 (84)	-18	15 (11)	33 (16)	+18
Business Studies	38	12	79 (87)	83 (83)	+4	21 (13)	17 (17)	-4
Chemistry	4	2	75 (89)	100 (88)	+25	25 (11)	0 (12)	-25
Design & Technology	14	5	86 (96)	100 (95)	+14	14 (4)	0 (5)	-14
Economics	20	6	100 (92)	100 (92)	0	0 (8)	0 (8)	0
Engineering Studies	N/A	3	N/A	100	N/A	N/A	0 (8)	N/A
English Standard	39	13	82 (84)	92 (87)	+10	18 (16)	8 (13)	-10
English Advanced	39	35	97 (98)	100 (99)	+3	3 (2)	0 (1)	-3
English Extension 1	6	6	100(100)	100 (100)	0	0 (0)	0 (0)	0
Food Technology	15	12	93 (84)	92 (89)	-1	7 (16)	8 (11)	+1
Geography	20	6	70 (87)	100 (87)	+30	30 (13)	0 (13)	-30
Hospitality	13	14	85 (76)	86 (76)	+1	15 (24)	14 (24)	-1
IPT	N/A	8	N/A	62 (85)	N/A	NA	38 (15)	N/A
Legal Studies	23	12	87 (85)	100 (83)	+13	13 (15)	0 (17)	-13
Mathematics Standard	39	26	74 (79)	69 (83)	-5	26 (21)	31 (17)	+5
Mathematics 2U	17	10	94 (92)	100 (92)	+6	6 (8)	0 (8)	-6

HIGHER SCHOOL CERTIFICATE	Number Of Students		Bands 3 – 6 %		% change	Bands 1 – 2 %		% change
	2018	2019	2018	2019		2018	2019	
Extension 1 Mathematics	4	4	100 (96)	100 (95)	0	0 (4)	0 (5)	0
Extension 2 Mathematics	1	N/A	100 (98)	N/A	N/A	0 (2)	N/A	N/A
Modern Greek Continuers	11	7	100 (100)	86 (96)	-14	0 (0)	14 (4)	+14
Extension 1 Modern Greek	9	4	100 (100)	100 (100)	0	0 (0)	0 (0)	0
Modern History	9	7	78 (84)	86 (86)	+8	22 (16)	14 (14)	-8
History Extension 1	1	3	100 (98)	100 (98)	0	0 (2)	0 (2)	0
Music 2	4	1	100 (98)	100 (100)	0	0 (0)	0 (0)	0
Music Extension 1	0	1	N/A	100 (100)	N/A	N/A	100 (100)	N/A
PD/H/PE	22	18	82 (85)	100 (88)	+18	18 (15)	0 (12)	-18
Physics	10	4	70 (87)	100 (85)	+30	30 (13)	0 (15)	-30
Retail Studies	0	1	N/A	100 (68)	N/A	N/A	0 (32)	N/A
Society & Culture	7	3	86 (93)	100 (94)	+14	14 (7)	0 (6)	-14
Studies of Religion II	25	16	88 (90)	94 (93)	+6	12 (10)	6 (7)	-6
Visual Arts	N/A	3	N/A	100 (98)	N/A	N/A	0 (2)	N/A

Table 6: 2019 HSC Results

The figures in brackets indicate the Statewide performance in each course as a percentage.

In 2019, 48 students sat for 30 HSC courses. In 21 of these courses students equalled or bettered the 2018 performances. In addition, 14 of the courses were above the State averages, while 6 courses were within 2 marks of the state average. This improvement is in keeping with the 2019 school initiative targets.

As can be seen from the statistics, St Euphemia College runs many HSC courses with only a small candidature e.g. Chemistry, English Extension 1, Mathematics Extension 1, Modern Greek Extension 1, History Extension 1 and Music 2. Given the small number of students in these courses the results and the performance indicators can be grossly distorted.

Although there were less students that sat for the 2019 HSC than in 2018, the number of courses offered was greater. This is in keeping with our policy of providing as diverse range of subjects as possible in the senior school in order to ensure that students are able to achieve the best possible outcomes in courses they prefer.

Many students achieved their personal best results in the 2019 HSC. St Euphemia College is a non-selective school, but with its emphasis on academic excellence, it consistently ranks amongst the top three schools in the Bankstown Area and ranked as the 97th school in NSW in the 2019 HSC.

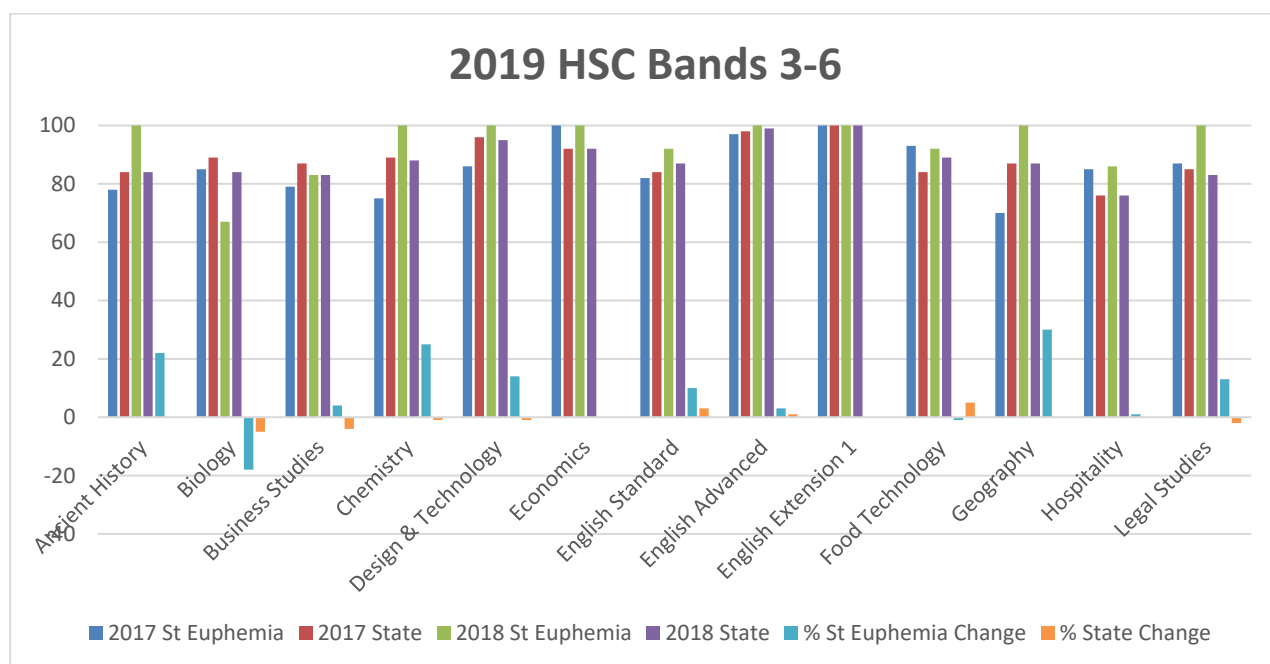


Figure 6: HSC Bands 3-6 Part a

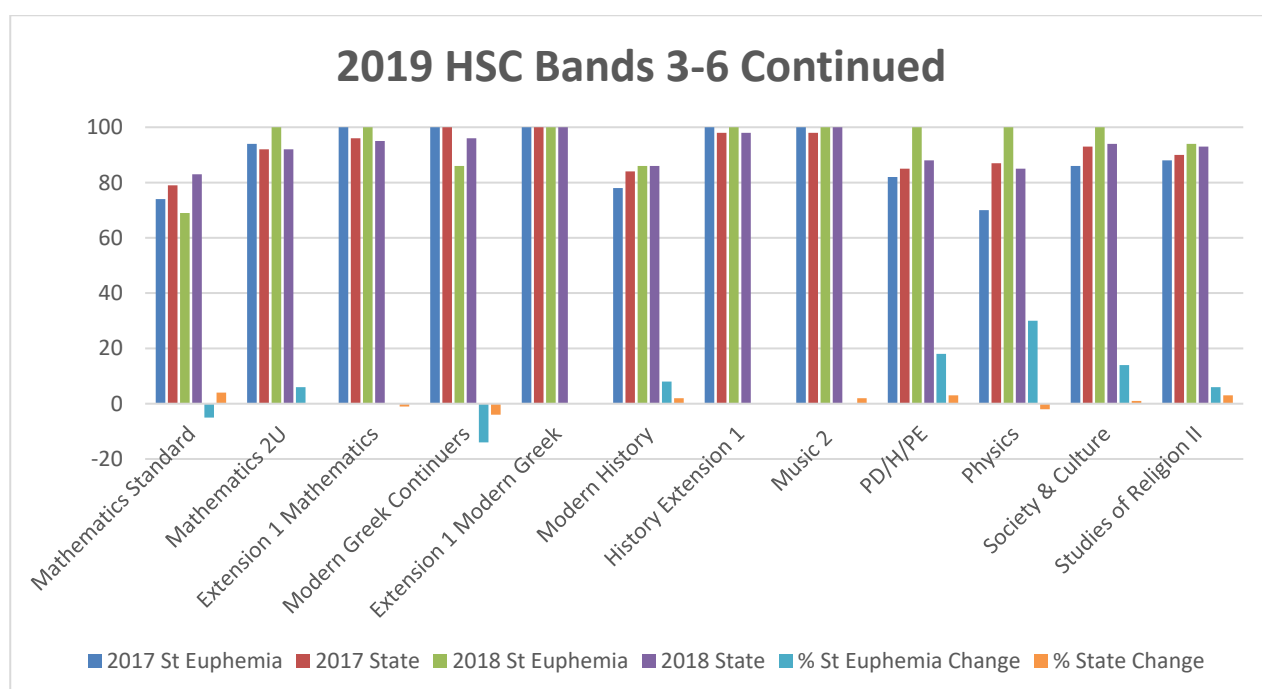


Figure 7: HSC Bands 3-6 Part b

4.3 2019 HSC Median Scores

HIGHER SCHOOL CERTIFICATE 2019	Median Score
Ancient History	89
Biology	66
Business Studies	79
Chemistry	78
Design & Technology	84
Economics	82
Engineering Studies	80
English Standard	68
English Advanced	82
English Extension 1	44
Food Technology	79
Geography	70
Information Processes and Technology	63
Legal Studies	90
General Mathematics	63
Mathematics	79
Extension 1 Mathematics	40
Modern History	68
Extension History	37
Music 2	87
Music Extension 1	47
PD/H/PE	76
Physics	80
Society & Culture	75
Studies of Religion II	77
Visual Arts	69
Modern Greek Continuers	85
Modern Greek Extension	37
Hospitality	67
Retail Services	75

Table 7: 2019 HSC Median Scores

4.4 2019 HSC Student Achievements

Students in some individual subjects performed well above the State averages. The following examples show the School percentages of **Band 6** results and the State percentages:

SUBJECT	SCHOOL	STATE
Ancient History	42.85%	9.21%
Design and Technology	60.00%	14.33%
Engineering Studies	33.33%	9.29%
English Advanced	28.57%	13.47%
English Extension	50.00%	34.12%
Food Technology	16.66%	8.34%
Legal Studies	50.00%	13.47%
Music Extension 1	100.00%	66.42%
Physics	25.00%	12.37%
Hospitality VET	14.28%	3.52%

Table 8: 2019 HSC Student Achievements

HSC Outstanding Achievements

- Over 63% of our students achieved a Band 5 and 6 in one or more courses.
- 10 students attained an ATAR over 90.
- All students attained excellent results above 80% (Bands 5 & 6) in English Extension 1.
- 10 students (29%) attained a Band 6 in English Advanced.
- 50 % of students in Legal Studies attained a Band 6
- First Place in Course in Economics, Second Place in Course in English Advanced, Third Place in Course in Legal Studies, Tenth Place in Course in Engineering Studies were achieved by our students.

HSC COURSES WITH ABOVE STATE AVERAGE RESULTS

SUBJECT	% ABOVE STATE AVERAGE
Ancient History	+11.58
Business Studies	+2.80
Design and Technology	+9.18
Economics	+4.46
Engineering Studies	+9.62
English Advanced	+1.66
English Extension 1	+1.99
Food Technology	+1.86
Legal Studies	+13.71
Mathematics	+3.55
Music Extension 1	+2.22
PD/H/PE	+3.89
Physics	+4.75
Retail Services Examination	+5.97

Table 9: Above State Average Results in HSC Courses

The Dux of the Class of 2019 attained an ATAR of 99.95

3 students were nominated for the Design and Technology Powerhouse Exhibition (DESIGNTECH)

4.5 SENIOR SECONDARY OUTCOMES

There were 16 students (or 33%) who undertook vocational/trade training in 2019. This figure includes 14 students enrolled in Hospitality, 1 in Automotive (Mechanical Technology) and 1 in Retail Services.

The percentage of students in Year 12 who attained a Year 12 certificate or equivalent VET qualification in 2019 was 100%.

PERFORMANCE MEASURE 5

PROFESSIONAL LEARNING AND TEACHER STANDARDS

5.1 PROFESSIONAL LEARNING

Professional Development continued to be an important aspect of St Euphemia in 2019. Staff were given the opportunity to enhance their skills and knowledge in many areas of the curriculum.

The following professional development activities were undertaken by St Euphemia Staff throughout 2019.

Description of the Professional Learning Activity	No. of staff participating
Religion in Schools	All School Teaching Staff
Annual Reviva First Aid Resuscitation Training	All Staff and secretaries
Child Protection Inservice by AIS Consultant	All Staff and secretaries
Self-Care for Teachers and Staff	1
Introduction to the ACT Reportable Conduct Scheme - Online Module	All School Teaching Staff
Creating Safer Independent Schools @ St Euphemia College	All School Teaching Staff
School Communities Working Together - Online	1
The Principles of Purposeful Programming	1
NSW/ACT Interpretation of Long Service Leave	1
NSW Enhancing Your Child Protection Skills	3
Extension 1 English – Worlds of Upheaval	1
Extension 1 Literary Mindscapes	1
Mental Health Support – Whole School Process	1
Shining a Light on Wellbeing	1
English on Stage	1
Teaching Mathematics through Inquiry K-6	1
The Curious Incident of the Dog in the Night-time	1
Familiarisation NSW Syllabus for the Australian Geography Curriculum K-6 - Online	1
MacqLit	1
NSW/ACT MEA Interpretation: Classification and Letters of Appointment	1
How to Re-Engage Boys in the Classroom and Create Good Men in the Modern World	1
2019 Annual Community Language Schools Conference	2
MiniLit	1
MBA Interpretation Workshop	1
Texts and Human Experiences	1
Programming the K-10 PDHPE Syllabus	1
The Curious Incident of the Dog in the Night-Time	1
Mental Health in Schools Conference	1
AIS English Conference: English on Stage	1

Table 10: Staff Professional Development

5.2 TEACHING STANDARDS

Category	Description	Number of Teachers
A	Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	62
B	Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
C	Teachers who do not have qualifications as described in (A) and (B) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	2
TOTAL		62

Table 11: Teaching Standards

PERFORMANCE MEASURE 6

WORKFORCE COMPOSITION

2019 SCHOOL STAFF	PERCENTAGE COMPOSITION	
	PRIMARY	HIGH SCHOOL
Principal	1	
Teaching Staff	26	35
Non-teaching staff	12	

Table 12: Workforce Composition

The majority of students at St Euphemia College are of Greek background, however, currently the School caters for over twenty different cultural backgrounds.

Staff composition and staff employment are NOT determined according to cultural background.

There are no indigenous staff or students at the College.

PERFORMANCE MEASURE 7

STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

7.1 STUDENT ATTENDANCE

YEAR GROUP	ATTENDANCE (%)
Kindergarten	93
Year 1	93
Year 2	93
Year 3	94
Year 4	94
Year 5	93
Year 6	93
Year 7	92
Year 8	92
Year 9	90
Year 10	89
Year 11	93
Year 12	96
All Year Groups	93

Table 13: Student Attendance 2019

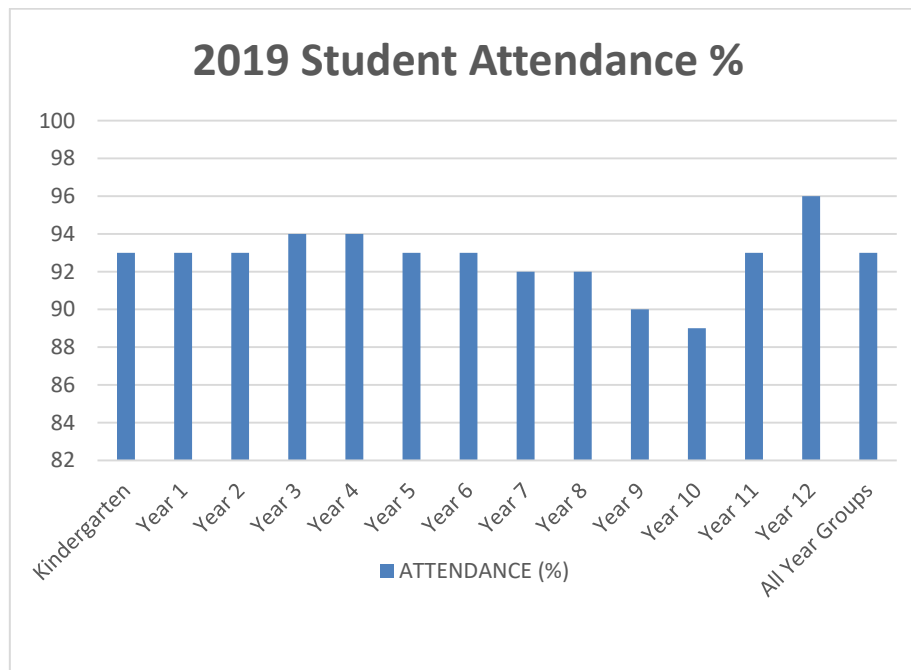


Figure 8: 2019 Student Attendance

7.2 ATTENDANCE POLICY AND GUIDELINES

Attendance is a shared responsibility between the School, parents, caregivers and students. St Euphemia College encourages regular attendance and punctuality. These are essential for academic achievement, self discipline and employment opportunities. Students who attend school regularly also feel more connected to their community and develop important social skills and friendships. Schools support parents and caregivers by monitoring student attendance and helping to address attendance issues when they arise.

All students are expected to attend school each day it is open for instruction. Under the Education Act (1990), parents and caregivers are legally responsible for the enrolment and regular attendance of all children in their care up until the age of seventeen (17). Attendance is marked daily using a manual roll marking system for the Primary School and an electronic version for the High School.

The School is committed to providing a safe environment that encourages positive attendance. We aim to use early intervention strategies and communication with parents and caregivers to assist those students where attendance is affecting their educational goals.

The most effective means of implementing and maintaining regular school attendance includes sound attendance monitoring practices and regular follow up of unexplained absences by promptly contacting parents and caregivers.

MAINTENANCE OF NON-ATTENDANCE IN THE PRIMARY SCHOOL

Reinforcing these Procedures in the Primary School

The Attendance Policy is outlined at the beginning of the year during the Information Session with parents and caregivers. During this meeting, the Policy and Procedures are explained to the parents or caregivers emphasising that it is their responsibility to ensure their children attend School. Punctuality is also stressed as lateness impacts on learning not only for the individual, but the class as a whole.

School newsletters and publications include periodic reminders of the components of the Attendance Policy and its accompanying Procedures.

The Staff review the Attendance Policy and the accompanying Procedures at the beginning of each School year in order to clarify individual roles in its implementation.

Procedures for Monitoring and Following Up Absences

The School recognises that parent and caregiver involvement is vital to a student's academic success. Phone calls, letters, emails, student interviews, parent and caregiver meetings at School are employed to inform parents and caregivers of their child's attendance status and proactively encourage cooperation in support of progress. Copies of any letters sent home and documentation of interviews are placed in the student's file.

Parents or caregivers are informed at the Parent Teacher Introductory Meeting held in Term 1, to advise the School if they know that their child will be away. If a student is absent without notification for three (3) days, attempts will be made by the class teacher or Administration Officer via a phone call or email, to contact the parent or caregiver. The roll will be marked as absent until the student returns and provides an explanation.

When a student is absent from School, a written explanation (note or email) must be provided to the School within seven (7) days detailing the reason for that absence. While initial notification can be made by phone, students must supply a written note on the first day of their return. The note should be dated, state the student's

name, note the dates and reason for any absence and be signed by the parent or caregiver listed on the student's records. This note should be given to the Class teacher on the next day after any absence.

Upon the student's return and if no written explanation of an absence is provided, unexplained absences are followed up by the class teacher to seek an explanation from parents or caregivers regarding a justification for the absence. The class teacher issues the student with an Unexplained Letter. If no explanation is provided by the student within seven (7) days, the class teacher will again try to contact the parent or caregiver via phone call or email to get a verbal reason. If there is no response, the Attendance Register (roll) is marked with the code 'A' denoting an unexplained absence.

Excessive Absences

Students who have accumulated an excessive amount of absences are also identified for intervention.

If a student continues to be absent for numerous days, efforts must be made to improve the child's attendance. The class teacher will arrange an appointment to discuss the unsatisfactory attendance rate with the parent or caregiver and devise a plan to improve the student's attendance. If this attempt fails to improve attendance, the Deputy Principal can request assistance from the School Counsellor to arrange a meeting to discuss the School's concerns. If there is no improvement in the attendance rate of the child, the Principal and DPPS will meet with the parent or caregiver and devise an attendance management plan to improve attendances. The parent or caregiver, along with the child, may be asked to attend a Compulsory Schooling Conference. The conference will help to identify the support the child may need to have in place so they attend school regularly.

Unsatisfactory attendance rates and unexplained attendances will continue to be monitored and if the above strategies do not work then further action will be taken. The School will contact the AIS Education Regulations and Program Implementation Team on (02) 9299 2845 for further support.

Legislation under the Education Act 1990, requires action against parents/students who do not meet attendance requirements. Independent schools are supported in this process through the Department of Education's legal branch and are also invited to obtain assistance in these matters from the AIS Education Regulations and Program Implementation Team on (02) 9299 2845. Class teachers must notify the Principal if students continue to have unexplained absences or an unsatisfactory attendance rate.

As a mandatory reporter, the class teacher, with approval from the Principal, can complete the Mandatory Reporter Guide if the School is suspecting educational neglect. The teacher can access the Mandatory Reporter Guide at <https://reporter.childstory.nsw.gov.au/s/mrg>.

Unjustified Absences

If a parent or caregiver provides a note, stating a reason for an absence that may be unjustified, the teacher will discuss the absence with the Principal. The Principal may decline to accept an explanation that has been provided if they do not believe the absence is in the best interest of the student. The Principal will discuss this decision with the parent or caregiver and issue a letter stating that the reason they provided is not an acceptable reason and the absence on the roll will be noted as an 'A'.

MAINTENANCE OF NON-ATTENDANCE IN THE HIGH SCHOOL

The School recognises that parent and caregiver involvement is vital to a student's academic success. Phone calls, letters, emails, student interviews and parent and caregiver meetings at School are employed to inform parents and caregivers of their child's attendance status and proactively encourage cooperation in support of progress.

- At the start of the School year, students at St Euphemia College High School are issued with a student photo identification card, which they are required to keep with them at all times. New students receive an identification card upon enrolment.
- Students are responsible for the care and security of their Student ID card. Replacement cards can be issued at a cost.

- Roll Call is carried out electronically using a barcode scanner to scan the student cards at the start of the School day. As students' identification numbers are scanned, they are automatically entered into the ChronARCH database system.
- Students who do not present with their card record their name on a designated sheet that can be found in the Roll Call folder and this information is later transferred to the database.
- Once the absentee list has been checked, the Attendance Officer contacts parents and caregivers in relation to student absences via telephone or email each day.
- Daily absentee and attendance lists are generated and made available to all staff over the network using the ChronARCH system. Any changes to the list during the day are instantly updated. It is the responsibility of teachers to view and download a copy for maintenance of their own class rolls.
- When a student is absent from School, a written explanation (note or email) must be provided to the School within 7 days detailing the reason for that absence. While initial notification can be made by phone, students must supply a written note on the first day of their return.
- The note should be dated, state the student's name, note the dates and reason for any absence and be signed by the parent or caregiver listed on the student's records. Any medical certification ought to be submitted for record. This note should be given to the Roll Call teacher on the next day after any absence. The note is left in the roll to be collected and actioned by the Attendance Officer.
- Unexplained absence printouts are issued weekly to students by the Attendance Officer as reminders that notes are outstanding.
- If the School has not received an explanation within 2 days, the Attendance Officer contacts the parent or caregiver to discuss the absence, or emails a reminder that a note has not yet been provided.
- An absence is "Unexplained" if parents or caregivers have failed to provide an explanation to the School within 7 days. This is recorded on the student's semester report.
- Absences are checked daily by the Attendance Officer. The Pastoral Care Coordinator is informed once a student has been absent for three days without explanation. It is their responsibility to contact the parent or caregiver to ascertain the reason for the absence.
- A list of unexplained absences is printed each fortnight and given to the Pastoral Care Coordinators for their records. Concerns identified by the Pastoral Care Coordinators are referred to the Welfare Coordinator and the Principal.
- The Attendance Officer monitors lateness and absenteeism through ChronARCH. Students with three (3) or more unexplained absences are flagged and referred to the Welfare Coordinator during a weekly Attendance meeting where individual student attendance trends and concerns are canvassed. The Welfare Coordinator sends an "Unexplained Absences" letter home for those identified students after first interviewing the student.
- All students must maintain a minimum attendance rate of 85%. Regular attendance is required in order to fulfil academic requirements.
- Students who have accumulated five (5) or more absences in any nine-week attendance period (updated throughout the year) are also identified for intervention. After an interview with the Welfare Coordinator, an "Excessive Absences" letter is sent home.
- Where a student has had excessive absences and, attempts to justify the absences have not been responded to by parents or caregivers, absences remain unexplained, an "Unexplained and Excessive Absences" letter is sent after the Welfare Coordinator has interviewed the student.
- In such cases, parents or caregivers are called for formal interviews with the Welfare Coordinator and the Principal.
- Copies of letters sent and documentation of interviews are placed in the student's Welfare file.

CLASS ROLLS

- Staff are required to record accurately the attendance of each student in every lesson.
- The procedure should be:
 - Call each student's name and verify the respondent.
 - Perform a head count and ensure that heads present match the roll sheet.
 - Send an email, text message or Period by Period Attendance Check slip to the Attendance Officer every time a roll is taken listing students missing from class.

- Where staff find a discrepancy between their class roll and the daily Absentee Sheet, the teacher is to verify from ChronARCH that the student is not recorded as being absent for the period in question.
- Where the class teacher is satisfied a student is truanting their class, the Welfare Coordinator is to be notified immediately.

ATTENDANCE IMPROVEMENT MEETINGS

- Meetings with parents and caregivers are supportive rather than disciplinary, with a focus on positive and proactive solutions. While parents and caregivers are reminded of their legal obligations under the *Education Act 1990*, the welfare of the student must be the focus of this consultation.
- The overall objective of the meeting will be to develop an Attendance Improvement Plan where agreed actions are noted and goals are set to improve student attendance.

7.3 RETENTION RATES

	Students in Year 10	Students in Year 12 (2 years later)	Retention Rate %
2007 - 2009	57	50	88
2008 - 2010	57	49	86
2009 - 2011	54	45	83
2010 - 2012	43	36	84
2011 - 2013	52	51	98
2012 - 2014	60	59	98
2013 - 2015	65	61	94
2014 - 2016	83	79	95
2015 - 2017	51	56	110
2016 – 2018	81	78	96
2017 – 2019	56	48	86

Table 14: Year 10 to Year 12 Retention Rates

Approximately 86% of the students continue to complete the Higher School Certificate. There is an expectation by parents and caregivers in the community that their children will complete Year 12. However, with the increase in the diversity of programs and a variety of career pathways available to students today, a slightly larger number of students prefer not to go on to senior school, but exercise their options in apprenticeships, TAFE etc.

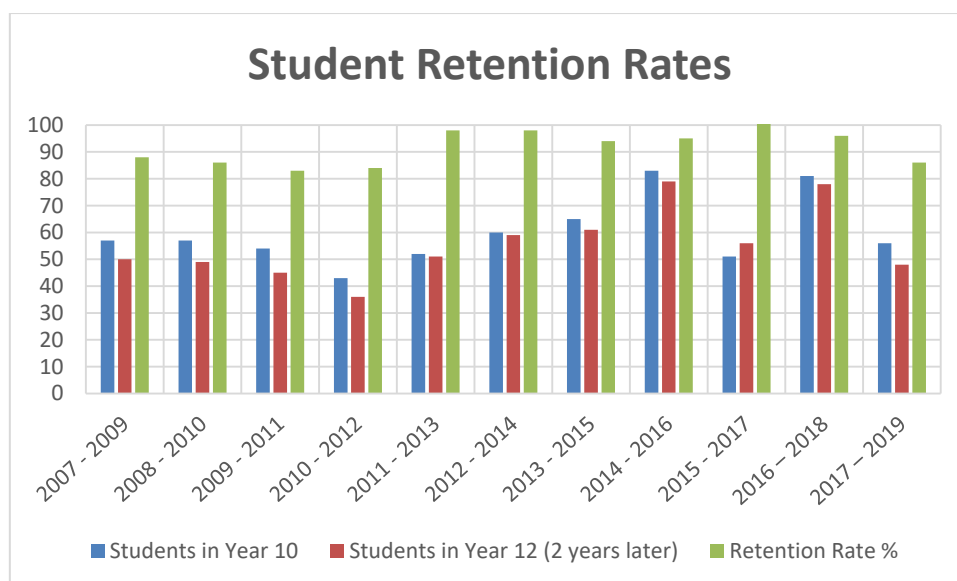


Figure 9: 2019 Student Retention Rates

7.4 POST SCHOOL DESTINATIONS

Based on enrolment figures and information provided to the School, when students leave the School at the end of Year 10 or during Year 11 they generally do so to pursue employment or vocational training. Some students leave at the end of Year 10 for a change of school environment as most students have been at the School since Kindergarten and opt to continue their senior education in a new school.

2019	Workforce	Further Study	Changed schools	Overseas	Total
Year 10	0	4	1	0	5
Year 11	0	2	0	0	2
Year 12	4	43	0	1	48

Table 15: Post School Destinations

Over 93% of students who finished Year 12 in 2019 went on to further study (university, TAFE courses etc.). This is a very large proportion of students who have ambitions to further educate themselves. This characteristic is ingrained in our School, fulfilling the expectations of parents, caregivers and students.

PERFORMANCE MEASURE 8

ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

St Euphemia College is a comprehensive coeducational Prep - 12 school, situated in the heart of Bankstown, providing an education underpinned by Greek Orthodox values and operating within the policies of the NSW Education Standards Authority (NESA).

All enrolment applications are processed in order of receipt and consideration is given to the applicant's willingness to support the ethos of the School, siblings already attending the School and other criteria determined by the School from time to time. Provisions are in place to support families experiencing financial hardship.

All students are expected to support the School's ethos and comply with the "School Rules and Regulations" in order to maintain their enrolment.

8.1 ENROLMENT POLICY AND PROCEDURES



St Euphemia College

'Strive for Excellence'

ENROLMENT Rules and Regulations

Greek Orthodox Archdiocese of Australia
Greek Orthodox Parish and Community of Bankstown

St Euphemia College

202 Stacey Street, Bankstown, NSW 2200



P.O. Box 747, Bankstown, NSW 1885

Telephone: 9796 8240 Fax: 9790 7354

Website: www.steuphemia.nsw.edu.au

Email: office@steuphemia.nsw.edu.au

PROCEDURES

1. Complete the Application Form and attach the following:
 -  Birth, Baptism and Immunisation Certificates
 -  Other relevant documents such as medical or court orders.
2. A non-refundable application fee of \$100 must be paid when lodging an application form. A further \$250 for registration must be paid when a position is offered by the Principal.
3. Students commencing Kindergarten must be five years of age, or turn five by the 31st July.
4. Students applying for a position in Years 1-12 may be required to undertake a pre-enrolment assessment in Mathematics and English.
5. An interview will be scheduled with the Principal or the Deputy Principal Primary School.
6. The prospective applicant will be notified in writing of the Principal's decision.
7. The Principal retains the right to refuse enrolment.

CONDITIONS

1. Applications will be processed after the payment of a non-refundable Application Fee of \$100 is paid for each student.
2. The College reserves the right to terminate the enrolment or attendance of any student whose conduct or behaviour is, in the opinion of the Principal, unsatisfactory.
3. Fees are payable one Term in advance.
4. Absences from the School, for either the whole or part of a term, will not attract discounted fees. The School will refund fees in advance, provided that at least ten weeks' notice of intention to leave the School is given in writing to the Principal.
5. It is the responsibility of the parents or caregivers to advise the College of any change of particulars shown on their original Application for Enrolment Form.
6. The Principal may exclude a student if the Principal considers that a mutually beneficial relationship of trust and cooperation between a parent or caregiver and the School has broken down to the extent that it adversely impacts on the relationship.

An applicant's enrolment to the School is determined by compliance to the following rules and procedures.

ADMISSION

- The School reserves the right to determine the commencement year on an individual basis. Used as a guide only, students commencing Kindergarten must be 5 years of age by the 31 of July in the year of admission.
- Application of enrolment must be made on the School's Application for Enrolment Form.
- An interview with parents or caregivers and students will be required prior to enrolment.
- The Application for Enrolment Form must be completed and signed by the parent(s) or the Applicant's legal caregiver(s). This form must be accompanied by original Birth, Baptism and Immunisation Certificates. These documents must be submitted in person to the Administration Staff and photocopies will remain on file.
- All applicants applying for admission to the School may be required to sit for entrance examinations.
- Criteria for selection will include: the order of receipt of the application, previous school reports, the outcome of the entrance examination (if applicable), the enrolments of other siblings at the School and willingness of parents and caregivers to actively and support the ethos of the School.
- A non-refundable Application Fee of \$100.00 will be paid with each Application for Enrolment to cover administrative costs. This payment does not guarantee a placement.
- Once an offer is made, the enrolment can be secured by the payment of a refundable Registration Fee of \$250. This fee is a one off payment that is in addition to tuition fees.
- All fees must be paid one Term in advance.
- The Board of Directors retain the right to refuse enrolment and its decision in this respect shall be final.
- It is the duty of the parents or caregivers to advise the School of any change of particulars shown on the original Application for Enrolment Form.

COURT ORDERS

- If custody situations arise, the School will not be responsible to either party and must not be involved by either party for their personal gain regarding custody issues. The School will remain impartial with its priority being the welfare of the students in its care. The School will only be bound via documented court orders.

CURRICULUM

- The School reserves the right to amend its academic and other programs at any time. This may include the discontinuation of teaching subjects or set activities.
- The School reserves the right to make a final decision on courses and level of studies.
- Students must participate in the academic, religious, sporting cultural and other programs determined by the School.
- Greek language lessons are compulsory for all students up to and including Year 10 with the study of Serbian being the exception.
- All School based excursion/camps are compulsory K-12.

CONDUCT

- Students are required to abide by rules and regulations of behaviour and discipline as well as special rules as specified by the Principal or Deputy Principal Primary School.
- Respect for Clergy, teachers, parents, caregivers, visitors and peers is an important requirement of all students.
- Students must act in accordance with directions issued by School staff during lessons or related activities.
- Unlawful and/or immoral activities including gambling, smoking, consumption or distribution of drugs or alcohol will not be tolerated.

DISCIPLINE

- Disciplinary measures will be taken for misconduct or breach of rules.
- Breaches of discipline within the classroom may be met with appropriate action by the teachers, Grade/Faculty/Year Coordinators, Principal or Deputy Principals as outlined in the School's Student Welfare Policy and Procedures.
- Detention and other means of discipline may be set by the Principal, Deputy Principal Primary School, class teachers or Grade/Faculty/Year Coordinators.
- The School expressly prohibits the use of corporal punishment as a form of discipline within the School and does not sanction the administering of corporal punishment by non-school persons, including parents or caregivers, to enforce discipline at School.

HOMEWORK

- All students are expected to complete homework set by the teachers.
- If circumstances prevent a student from completing homework, a written and signed explanation must be provided to the teacher from the parent or caregiver.

ATTENDANCE

- Students are to attend the School on all designated School days and compulsory School events.
- A signed note from parents or caregivers, or a medical certificate will be required for absences, upon return to school, unless approved leave has been granted by the Principal.
- The School is not responsible for a student's failure to attend School. Written explanations from the parents or caregivers must be provided on the first day back at School.
- Exemption from attendance for family holidays, may be granted only if a completed Exemption from Attendance form is submitted to the Principal or Deputy Principal Primary School in advance. This form is available at the Front Office.
- Students will not be permitted to leave School prior to the final day of each Term except in exceptional circumstances.
- Absences from School for either the whole or part of a Term will not attract discounted fees.

ARRIVAL AND SUPERVISION

- All students must arrive punctually in the morning at least 10 minutes prior to the lining up bell.
- Morning supervision commences at 8:15am. Students should not arrive any earlier than 8:15am.

- Students are encouraged to leave the grounds in the afternoon as soon as possible. Supervision ends at 3:30pm. The Front Office will remain open until 4:30pm.

SCHOOL UNIFORM AND GENERAL APPEARANCE

- All students are required to wear School uniform.
- Each item of the uniform must be kept clean, pressed and in good repair.
- Full School uniform must be worn at all times to and from the School, excursions, sporting activities unless otherwise stated.
- The wearing of jewellery, with the exception of a necklace with a cross, one pair of studs/small hoop earrings, prayer rope (rosary beads) or a watch, is not allowed.

GENERAL PROGRESS

- Students are expected to work to the best of their abilities to progress to the next year.
- Through contact with teachers eg Parent/Teacher Interviews, parents or caregivers are encouraged to discuss their children's progress regularly.
- Subsequent to discussions with the class teacher, parents or caregivers may arrange to meet with the Principal, Deputy Principal Primary School, Grade/Year/Faculty Coordinator, in relation to their children's behaviour and application to their studies.

SPORT

- All students are required to participate in sport unless a medical certificate is produced justifying exemption.
- Parental or caregiver consent may be required when participating in certain contact sports.
- Although all care is taken, no responsibility is accepted by the School for accidents during Sport.
- Although School Insurance cover exists, parents and caregivers are advised to insure students appropriately.

SUSPENSION AND EXPULSION

- Serious offences will be dealt with by suspension or expulsion from the School as deemed appropriate by the Principal after investigation by the relevant staff.
- Grounds for suspension or exclusion include, but are not limited to, persistent disobedience, violence, immoral conduct or serious breaches of the School rules.
- The School will apply the principles of procedural fairness when dealing with all situations involving such offences.
- Similar measures may be taken when the presence of a student becomes prejudicial to the health or moral welfare of other students or when a student becomes a danger to him/herself or to other students.
- Students whose parents or caregivers do not comply with the conditions set out by the School may jeopardise their children's enrolment.
- The Board of Directors may discontinue a student's enrolment, with the decision in this respect being final.
- If the Principal believes that a mutually beneficial relationship of trust and cooperation between a parent or caregiver and the School has broken down to the extent that it adversely impacts on that relationship, then the Principal may require the parent or caregiver to remove the child from the School.
- No student will be excluded from the School without approval from the Board of Directors.

CONTAGIOUS DISEASES

- The Principal/Delegated Authority will require any student suffering from an infectious disease to remain at home until he/she is given medical clearance by a medical practitioner.

TRAFFIC

- Parents and caregivers are expected to obey the State Traffic Laws and specified directions issued in relation to traffic in the vicinity of the School.

ILLNESS AND INJURY

- In the event of an acute illness or injury to a student during School hours, the School will attempt to contact parents, caregivers or an emergency contact person by phone.
- If no contact can be made with the student's parents, caregivers or emergency contacts, then the School will arrange medical treatment.
- The School takes no responsibility for payment of medical, hospital, transport or any fees and expenses that may be incurred.
- Students must submit a written and signed request form from their parents or caregivers to leave School during the day. Parents, caregivers or emergency contact people must collect and sign the student out from the Administration Office.

FEES

- Payment of fees are payable one Term in advance.
- In addition to School fees, there may be a necessity for other levies to be charged such as sport fees etc.
- Absences from School for either the whole or part of a Term will not attract discounted fees.
- The School will refund fees paid in advance, provided that at least 10 weeks' notice of intention to leave the School is given in writing to the Principal or Deputy Principals.
- For new students commencing during the course of the year, adjusted fees must be paid upon approval of enrolment.
- School fees are set by the Board of Directors and are subject to variation without notice.

GENERAL

- The School reserves the right to vary these rules from time to time as deemed necessary.
- Parents and caregivers acknowledge and accept that the School may, for advertising and/or marketing purposes reproduce photographs, audio visuals and other information of the students involved in School based activities for the purposes of promoting the School.
- The Board of Directors are the decision making body of the School. These bodies delegate authority to act on behalf of the Board to the Principal.

ENROLMENT PROCEDURES

Introduction

Enrolment procedures at St Euphemia College will include the following elements.

Enrolment Pack

These will be distributed as required. The Pack will include:

- a prospectus
- an enrolment form
- fee schedule
- uniform list
- Primary School Guide
- High School Guide
- Enrolment Rules and Procedures.

As such, the Pack outlines the ethos of the School, curriculum offerings and behaviour, and responsibilities of parents, caregivers and students enrolled at St Euphemia College.

Enrolment Form

Parents or caregivers who wish to enrol their children must first complete an Enrolment Form and attach the following documentation:

- original documentation is required, such as children's birth certificate and passport or evidence of Australian Citizenship
- a copy of the child's most recent school report and a copy of the Naplan reports (if applicable)
- a copy of an Immunisation History Statement (all primary students)
- Guardianship and Custody Orders (if applicable)

Enrolment Procedures

If parents or caregivers have supplied the abovementioned documentation and a vacancy exists or is pending, the School Administration staff will organise a suitable time for:

- the student to attend an academic assessment session (if required)
- the parents or caregivers to attend an interview with the prospective student.

Offers and Waiting Lists

The School has an absolute discretion in determining whether to offer a place for the student at St Euphemia College. Parents or caregivers are notified if their children have been offered a place by the School Administration staff or by letter. If the School cannot make an offer because places are no longer available, applicants are automatically placed on the Waiting List, in case a position becomes available for the academic year for which entry was sought.

Conditional Enrolments

Where a prospective student does not fulfil all the requirements for enrolment, the Principal may consider an offer of Conditional Enrolment. The Conditional Enrolment will be reviewed regularly (at least once a Term). Possible outcomes of the review include evidence to support the:

- continuation of the Conditional Enrolment
- removal of the Conditional Enrolment
- exclusion of the Student from the School.

On accepting the offer of a place at the School, parents or caregivers must pay the term's tuition fee in advance. Continuing enrolment will be subject to a student's adherence to School rules, relevant policies and payment of School fees.

All parents and caregivers of students enrolled at St Euphemia College are expected to be supportive of the ethos of the School.

Enrolment of Students with Disabilities

Students with disabilities seeking enrolment at St Euphemia College will be treated on the same basis as students without disabilities. Adjustments will need to be made by the School to allow students with disabilities to participate in all aspects of School life. Adjustments will be determined in the context of what is reasonable to meet the prospective student's needs.

Student Medical Records/Health Care Plan

Parents or caregivers must inform the School on the Enrolment Form about their children's medical condition. The School may request additional medical reports, eg speech therapist, diabetes, asthma reports etc to ensure that students are supported in their Health Care Plan and management of prescribed medications (asthma, epilepsy, diabetes, etc)

Immunisation

Under the Public Health Act 2010 and the Public Health Regulation 2012, primary schools must request and record the immunisation status of each enrolled child. The Immunisation History Statement which is issued by the Australian Childhood Immunisation Register (ACIR) is required as proof of immunisation status for enrolment at School under the NSW Public Health Act 2010. The Personal Health Record (Blue Book) is not acceptable evidence. All new students must have their immunisation up to date.

Exclusion from the School

If the Principal considers that a student has committed a serious breach of the School rules or has otherwise engaged in conduct which is prejudicial to the School, students or staff, the Principal may exclude the student permanently or temporarily at their absolute discretion. This exclusion must be ratified by the Board of Directors of the College.

Responsibilities of the School

The School is expected to:

- process all applications for enrolment
- ensure the enrolment process does not disadvantage a prospective student with disabilities
- consider each applicant's educational needs
- conduct interviews with prospective applicants. Interviews will be conducted by appropriate staff including the Principal, Deputies, Grade/Year Coordinators as necessary.
- gather relevant information and consult with other appropriate people and institutions eg previous school
- inform the applicant of the outcome
- maintain the privacy of all applicants.

Responsibilities of the Students, Parents and Caregivers

Students, Parents and Caregivers are expected to:

- provide truthful information at all stages of the enrolment process
- attend interviews as requested
- work cooperatively with the School to determine his/her educational needs
- make a commitment to support the ethos of the School and follow the 'Rules and Regulations'
- pay School fees one Term in advance.

Continued Enrolment

It is assumed that students at St Euphemia College will progress from year to year throughout the School, however progression is not automatic nor is continuous enrolment guaranteed by the offer of a place.

Pre-requisites for continued enrolment of a student includes satisfactory:

- payment of school fees by the due date.
- behaviour, appearance, uniform, attendance and use of college facilities and resources.

- academic performance (class work, homework and assessment) in all Key Learning Areas.
- restitution: students are required to pay for any items or properties damaged or vandalised (in school or off school grounds). Parents or caregivers are sent a letter outlining costs of repair. Conditional entry and further probationary consequences, suspension or termination of enrolment may apply.

The School is committed to working with parents and caregivers to ensure that students meet the aforementioned requirements for promotion.

Parents or caregivers will be notified, if the School believes that a student is not meeting minimum course requirements and it is in the students' best interest to repeat a year or be placed on probation. In exceptional circumstances, when a serious allegation against a student is brought to the attention of the Principal, the student concerned may be suspended until a complete investigation is finalised. Should the investigation extend over a prolonged period and involve outside agencies, then the suspension will be reviewed every fourteen days. In such cases the student retains their right of appeal, and if necessary the School will ensure all relevant classwork is provided to the student. The student will also be advised of available counselling services.

If the School believes a mutually beneficial relationship of trust and cooperation between parents or caregivers and School has broken down, the School may require the student to be withdrawn.

ST EUPHEMIA COLLEGE

Strive for Excellence

Greek Orthodox Archdiocese of Australia
202 Stacey Street, Bankstown, NSW 2200
Correspondence: P.O. Box 747, Bankstown, NSW 1885
Telephone: 9796 8240 Fax: 9790 7354
Website: www.steuphemia.nsw.edu.au
School Email: office@steuphemia.nsw.edu.au

APPLICATION FOR ENROLMENT

Class for which enrolment is sought: _____ Proposed date of entry: _____

STUDENT INFORMATION

Last Name: _____

Given Names: _____

Date of Birth: ____ / ____ / ____ Sex: ☐ M ☐ F

Country of Birth: _____ If not born in Australia, date of arrival: _____

Religious Denomination: _____

Languages spoken at home (other than English): _____

Main language spoken at home: . _____

Present class and school (if applicable): _____

Student resides with: ☐ Both Parents/Caregivers ☐ Mother/Caregiver ☐ Father/Caregiver
☐ Other – Please specify: _____

PARENTS OR CAREGIVERS

Father/Caregiver

Mother/Caregiver

Last Name: _____

Last Name: _____

Given Name: _____ Title: _____

Given Name: _____ Title: _____

Home Address: _____

Home Address: _____

____ Postcode: _____

____ Post code: _____

Phone (h): _____ (w): _____

Phone (h): _____ (w): _____

(m) _____ (Fax): _____

(m) _____ (Fax): _____

Email: _____

Email: _____

Country of Birth: _____

Country of Birth: _____

Occupation: _____

Occupation: _____

Employer: _____

Employer: _____

Work Address: _____ Work Address: **SIBLINGS - Please circle the child's**

position in the family: 1 2 3 4 5 6

Other children in family:

Name: _____ Gender: _____ DOB: _____ Attending/attended the
College: (Yes/No)

Name: _____ Gender: _____ DOB: _____ Attending/attended the
College: (Yes/No)

Name: _____ Gender: _____ DOB: _____ Attending/attended the
College: (Yes/No)

MEDICAL INFORMATION

Allergies, asthma, or any other illness: _____

Medicare Number: _____

Special Notes: _____

Doctor's name: _____ Telephone: _____

Address: _____ Post Code: _____

Emergency contact (if parents are unavailable): _____

MEDICAL TREATMENT

If a student needs urgent hospital or medical treatment of any nature and the School is unable to contact the parent or caregiver after making reasonable efforts, I/we authorise the School to give authority for such treatment. I/We indemnify the School, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatments.

STUDENT BELONGINGS

Students are responsible for their own belongings and the School will not be liable for any loss or damage to these belongings.

SCHOOL PUBLICATIONS

I/We give permission for my child's name, photograph and/or written material to be used for School publicity purposes in print and/or electronic form such as, newsletters, newspapers, School's website, yearbook, prospectus etc.

PRIVACY POLICY

From time to time the School discloses personal information for administrative, educational and medical purposes. I/We give permission for the School to release personal information to other schools (where student transfers occur), government departments and medical practitioners.

DECLARATION

I/We have read and agree to conform to the Rules and Regulations of St Euphemia College. I/We understand that acceptance of this form by St Euphemia College does not constitute enrolment of the student. Enrolment of the student will depend upon a position being available.

Signature of Father/Caregiver

Date: _____

Signature of Mother/Caregiver

Date: _____

8.2 CHARACTERISTICS OF THE STUDENT BODY

During 2019, there were 600 students enrolled; 283 in the Primary and 317 in the High School. There is a slightly larger population of boys to girls. As St Euphemia College is a school underpinned by Greek Orthodox values, the majority of students are of Greek background. However, the School is currently home to approximately 20 different cultural backgrounds. The gender composition of our students is indicated below:

Year	Boys	Girls	Total in Year
Kindergarten	15	16	31
Year 1	26	28	54
Year 2	12	16	28
Year 3	19	16	35
Year 4	25	24	49
Year 5	20	17	37
Year 6	26	23	49
Total in Primary	143	140	283
Year 7	39	27	66
Year 8	26	26	52
Year 9	29	24	53
Year 10	29	23	52
Year 11	24	22	46
Year 12	24	24	48
Total in High School	171	146	317
Total School	314	286	600

Table 16: School Population - 2019 Census

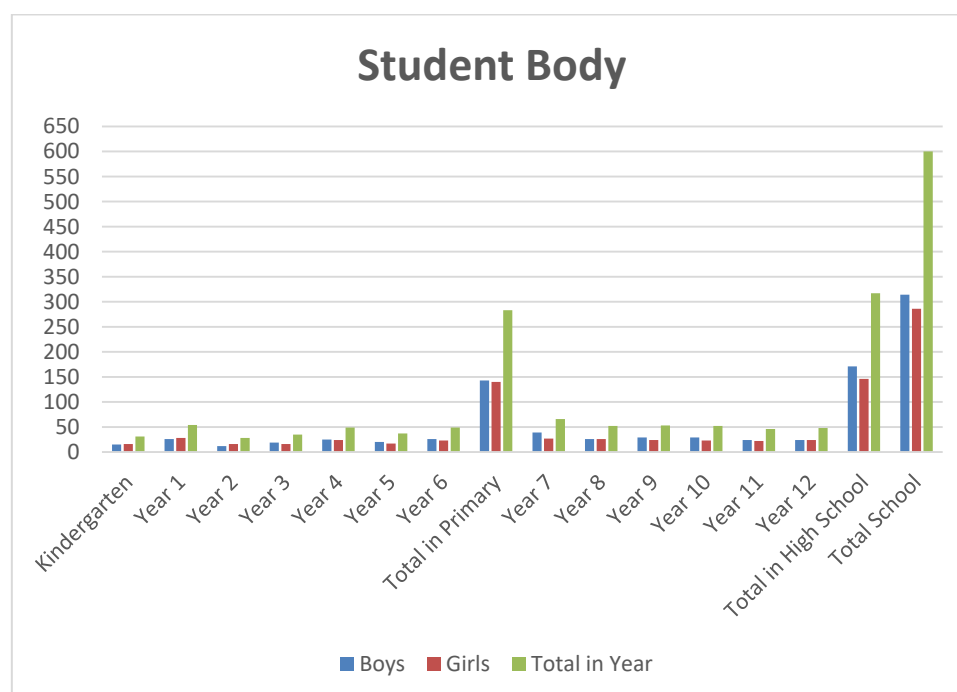


Figure 10: 2019 Student Body

PERFORMANCE MEASURE 9

OTHER SCHOOL POLICIES

9.1 CHANGES TO SCHOOL POLICIES FOR 2019

The following table outlines the policies and procedures in place during 2019 to ensure that all aspects of the School's mission for providing student welfare were implemented. All of the policies and procedures listed are available to all staff through the School's network. Furthermore, all policies and their accompanying procedures are available to parents and caregivers upon request from the School.

Summary of Policies

<i>Policy</i>	<i>Changes in 2019</i>	<i>Location</i>
Alternate Teachers	Policy Reviewed and Updated	School's Network
Anaphylaxis	Policy Reviewed and Updated	School's Network
Anti-Bullying	Policy Reviewed and Updated	School's Network
Assessment	Policy Reviewed and Updated	School's Network
Assisting Students With Learning Difficulties	Policy Reviewed and Updated	School's Network
Asthma	Policy Reviewed and Updated	School's Network
Child Protection	Policy Reviewed and Updated	School's Network
Opportunity Class Placements	Policy Reviewed and Updated	School's Network
Scholarships	Policy Reviewed and Updated	School's Network
Selective HS Opportunity Class Placement	Policy Reviewed and Updated	School's Network
Sexual Harassment	Policy Reviewed and Updated	School's Network
Student Welfare	Policy Reviewed and Updated	School's Network

Table 17: Summary of School Policies and Procedures

9.2 STUDENT WELFARE

St Euphemia College is an environment in which respectful relationships are fostered between development of each student as a caring, respectful and active member of the School community. It provides opportunities and continued support for students to help them realise their academic, social, vocational and moral capabilities. Student welfare is an integral component of life at St Euphemia College.

The School's approach to welfare is based on a system of negotiation, representation and cooperation. Positive and meritorious behaviour is encouraged by clearly defined rules, a relevant curriculum, a safe school environment and caring relationships. Rewards and disciplinary measures seek to encourage self discipline, respect and integrity.

Through the Student Welfare Program the School aims to:

- create a safe and caring school environment in which students are nurtured as they learn
- incorporate effective discipline
- develop a sense of enjoyment and satisfaction from learning
- develop the ability to communicate effectively with others
- establish a coherent set of values to guide behaviour
- promote a sense of responsibility for student actions and decisions
- encourage a sense of personal dignity and worth
- develop a feeling of belonging to the wider community.

The staff has a duty to meet the needs of the children entrusted to their care, provide opportunities to extend their gifts and assist them with their needs. The effective implementation of these policies is dependent upon the staff sharing the responsibility for the welfare of all students.

It is the policy of St Euphemia College to disseminate its policies broadly to all staff members, to administer them fairly and to ensure that there is regular periodic review of the policies. Relevant extracts of the Welfare Policy are in the school diary. Information forums on this and other associated policies are publicised through the School's newsletter and on our website.

9.3 STUDENT MANAGEMENT GUIDELINES

Teachers are asked to remember that we are endeavouring to uphold a Christian School and that each child must be treated with respect as befits his or her dignity as a human being.

Students are required to abide by the School's rules and to follow the directions of teachers and other people with authority delegated by the School.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion are based on procedural fairness processes.

The School expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/caregivers, to enforce discipline at the School.

The full text of the School's Discipline Procedures is found within the Student Welfare Policy. Each staff member is required to read this policy.

Commendations are indicated on the student's positive behaviour card or acknowledged through merit certificates.

Students accumulate commendations during the School year. At the end of the year, Gold, Silver and Bronze Medallions are awarded to students. These medallions are presented at the end of year assembly or High School Presentation Night.

9.4 COMPLAINTS HANDLING

A complaint can be about any aspect of the service provided, or not provided, at St Euphemia College, the behaviour or decisions of staff, or practices, policies or procedures. It could incorporate; discrimination, harassment, bullying, formal staff warnings and/or unfair dismissal. These matters are discussed in greater detail in the relevant St Euphemia College's Policies and Procedures documents.

Complaint Relating to a Child Protection Matter

Where the complaint involves child protection matters, the matter will be immediately referred to the Principal.

Child protection matters can include different forms of child abuse. These include neglect of a child, a sexual offence, sexual misconduct, ill treatment of a child, or behaviour that causes significant or psychological harm to a child. If any stakeholder of the College has reason to believe that a child is at risk of significant harm and needs to file a complaint, the matter must be directed to the Principal. This includes reportable conduct against a member of staff or other stakeholder in the College.

Student Complaints

Students are encouraged, wherever possible, to resolve concerns or difficulties directly with the person(s) concerned. If the complaint is not resolved, the students can approach the DPPS, the High School Administrator, teachers, Primary School Coordinators, Faculty Coordinators, Pastoral Care Coordinators, the Welfare Coordinator, or the School Counsellor who are available to assist students to resolve their issues at this level. Further resolution can be sought using Appendix 2 in these Procedures.

Staff Complaints

In the first instance, complaints should be resolved informally if possible and without delay. If a problem or concern arises within the School, resolution should firstly be attempted by discussing the problem or concern directly with the person/s involved. In such cases, complainants are encouraged to initially raise a complaint with the relevant person at the time of the issue arising. Discussing the issue or concern immediately and face to face, may clarify the situation and resolve any misunderstandings satisfactorily. The complainant should approach the respondent and explain his/her complaint in a non-threatening manner using effective communication.

Parents, Caregivers and Community Member Complaints

At times, an inquiry at the School Office may be the first point of contact for people with complaints. They will be advised as to the person designated to deal with the nature of their complaint. The designated person will advise what options are available and what will happen if a formal complaint is made. All complaints regarding the High School should be put in writing and addressed to the Principal or the High School Administrator. If the matter involves the Primary School it should be directed to the Principal or the Deputy Principal Primary School.

Complaint Relating to Principal

If a written complaint is made against the Principal, the Principal should be given the opportunity to meet with the complainant to attempt to resolve the issue. If a satisfactory resolution is not reached, the complainant will be informed by the Principal of their right to appeal to the Board of Directors.

These processes incorporate, as appropriate, principles of natural justice and procedural fairness. They acknowledge the inherent risks in not managing grievances or complaints effectively and efficiently.

The rights of teachers, parents, caregivers and students are recognised, including the right to be heard and the right to a considered response.

The full text of the School's policy and processes for complaint and grievance resolution is provided in Complaints Handling Policy and Procedures.

9.5 ANTI BULLYING

Implementation of the Anti Bullying Policy will help to develop a school culture and environment that is concerned with keeping students safe and supported, both inside and outside the classroom. In an anti bullying culture, everyone is treated with respect, bullying behaviour is not tolerated and students feel safe to report incidences of bullying without reprisals.

Bullying is different from ordinary teasing. What makes it different is that the incidents are ongoing, and there is usually an imbalance of size, strength and power between the children involved. The bully might have power not only because he/she is bigger and stronger, but also because other children side with the bully, often to protect themselves. Boys are more often bullied by a single individual, girls more often by groups.

Although most students are not actively involved in bullying (either as the bully or the victim) and they know that it is wrong, they are unlikely to help the victim unless they are asked, or they are made to feel that they have a responsibility to act. There are many misconceptions about bullying. Many students believe that the victims of bullying bring such action upon themselves, that bullying 'toughens' a weak person; and that it teaches victims appropriate behaviour. It is our responsibility to alter these misconceptions using a variety of strategies.

Victims of bullying often do not report incidents to adults because they do not want to be labelled by their peers as 'dobbers' or 'wimps'. They think it will only further increase bullying and they believe adults cannot help the situation or will side with the bully. Consequently, teachers (and other adults) are often not aware of bullying incidents, as it is frequently not reported to them.

The following strategies are suggestions which can be used to prevent or respond to bullying:

- through Greek Orthodox Religion classes, daily prayer and other occasions, St Euphemia College promotes the Greek Orthodox Christian values emphasising the need for tolerance and acceptance of everyone
- making bullying 'uncool' by highlighting the long term effects and portraying it as a sign of weakness, cowardice and abuse
- adopting a 'Zero tolerance to bullying'
- adopting a clear policy on bullying, clearly outlining specific strategies for reporting, procedures, appropriate disciplinary action, parent or caregiver notification and counselling
- providing staff support and professional learning
- reporting bullying and monitoring situations - students should be encouraged to feel comfortable in reporting bullying
- teaching appropriate playground activities and values education

- teachers need to be vigilant and proactive on playground duty and respond to **all** students' concerns and complaints and identify students who are using bullying behaviour
- actively identifying students requiring intervention
- developing a whole school bullying and friendships program for Term 1 – to be incorporated into the Interpersonal Relationship Strand of the PDHPE Key Learning Area and also incorporating other activities from other KLAs such as Drama, Music, English and Art (Primary)
- developing a social and emotional scope to be taught in specific timetabled lessons throughout the year (Primary)
- participate in anti-bullying workshops conducted by local police liaison officers
- self-esteem workshops developed and presented by the School Counsellor
- disseminating information about bullying at school assemblies and discussing issues in the classroom throughout the year
- notifications via the newsletter to parents or caregivers to strengthen their understanding of the issues related to bullying
- engaging a theatrical company to perform a production based on anti-bullying and conflict resolution strategies - such as Bully Busters or Brainstorm Productions (Primary)
- participating in National Day of Action Against Bullying and Violence (15 March)
- Pastoral Care classes (Years 7 – 10) complete units of work on anti-bullying
- designing Anti-bullying posters and displaying them in classrooms and corridors throughout the School
- all Year 7 students participate in Peer Support, aimed at building friendships, challenging stereotypes and encouraging assertive behaviour. Years 7-10 Pastoral Care classes incorporate units on bullying.
- participating in Harmony Day activities (21 March) which celebrates Australia's cultural diversity. The day focuses on teaching inclusiveness, respect and a sense of belonging for everyone.

PERFORMANCE MEASURE 10

SCHOOL DETERMINED IMPROVEMENT TARGETS

<i>Area</i>	<i>Priorities</i>	<i>Strategy</i>
Teaching and Learning	<ul style="list-style-type: none"> Assess Kindergarten students using the PIPs Program in order to identify the students experiencing learning difficulties. 	Ongoing
	<ul style="list-style-type: none"> Continue the implementation of Mathletics – an online Mathematics tool K-10 	Ongoing
	<ul style="list-style-type: none"> Incorporate a selection of incursions to enhance the curriculum. 	Ongoing
	<ul style="list-style-type: none"> Increased embedding of technology into the curriculum across all Stages. 	Ongoing
	<ul style="list-style-type: none"> Review the use of Video Conferencing Centre as a teaching tool/resource. 	Under review
	<ul style="list-style-type: none"> Explicit teaching and learning with a focus on literacy and numeracy in order to achieve high-level educational outcomes for students in all curriculum areas 	Ongoing
Student Achievement	<ul style="list-style-type: none"> Enhance positive reinforcement policy of rewarding students 	Completed. Policy reviewed
	<ul style="list-style-type: none"> Implement a STEM strategy 	Ongoing
	<ul style="list-style-type: none"> Develop and implement effective Individual Educational Plans for students with learning differences, specific needs or disabilities 	Ongoing
	<ul style="list-style-type: none"> Implement shared strategies for upper primary and lower secondary teachers to improve Year 7 writing achievement. 	Ongoing
Student Welfare	<ul style="list-style-type: none"> Continue with the Peer Support/Buddy Program with emphasis on more contact between younger students and Leaders/Buddies. 	Ongoing
	<ul style="list-style-type: none"> Publicise and celebrate consistent achievement of academic goals, sporting achievements and community service 	Ongoing
Pastoral Care	<ul style="list-style-type: none"> Introduction of new resources and particular emphasis on Cyberbullying to meet the ever changing needs of students. 	Ongoing
	<ul style="list-style-type: none"> Ensure the continuation and development of the School's camping program with a view to strengthening the spiritual and pastoral aspects of this program 	

Staff Development	<ul style="list-style-type: none"> Sharing resources through school networking 	Ongoing
	<ul style="list-style-type: none"> Promote high expectations and standards of teacher performance and facilitate these through professional learning and support. 	Ongoing
Information Technology	<ul style="list-style-type: none"> Purchase computers and laptops for use in the Primary School. 	Ongoing
	<ul style="list-style-type: none"> Review current ICT facilities 	Ongoing
	<ul style="list-style-type: none"> Revision of School's IT strategic plan 	Ongoing
	<ul style="list-style-type: none"> Review success of Primary School's network upgrade 	Completed
	<ul style="list-style-type: none"> School to provide access to a student/parent/caregiver portal 	Review and ongoing
	<ul style="list-style-type: none"> Remove redundant internet connection 	Completed
	<ul style="list-style-type: none"> Implementation of redundant internet connection with alternative provider 	Completed
	<ul style="list-style-type: none"> Review cloud applications and services, such as Google Class 	Ongoing
	<ul style="list-style-type: none"> Upgrade the School's licensing requirements with Microsoft Office 365 	Completed and ongoing into the future
	<ul style="list-style-type: none"> Purchase ADOBE licensing for staff and student computers 	Completed and ongoing into the future
	<ul style="list-style-type: none"> Purchase desktop computers for the High School 	Completed
	<ul style="list-style-type: none"> Installation of projectors into all classrooms 	Completed
	<ul style="list-style-type: none"> Introduce BYOD for years 5 to 12 students in 2019 	Completed
	<ul style="list-style-type: none"> Expand the mesh network into the High School 	Completed
	<ul style="list-style-type: none"> Upgrade the fibre network 	Completed
	<ul style="list-style-type: none"> Replace all ageing network equipment 	Completed
	<ul style="list-style-type: none"> Purchase laptops for the Primary School 	Completed
	<ul style="list-style-type: none"> Develop a new School Website 	Ongoing
Facilities and Resources	<ul style="list-style-type: none"> Upgrade the telephone system 	Completed
	<ul style="list-style-type: none"> Painting of High School classrooms and corridors 	Ongoing
	<ul style="list-style-type: none"> Replace carpets in the High School 	Reviewed
Security	<ul style="list-style-type: none"> Relocate surveillance cameras to unsafe areas 	Reviewing
	<ul style="list-style-type: none"> Purchase Insight software for security system 	Completed

	<ul style="list-style-type: none"> Organise independent security review/audit of the current system 	Dismissed
	<ul style="list-style-type: none"> Maintenance of surveillance cameras and recording facilities 	Ongoing
Policy Review	<ul style="list-style-type: none"> All KLA committees to review and update their policies as required. 	Ongoing
Financial	<ul style="list-style-type: none"> Preparation of budget, including projected capital works and fundraising functions and events 	Ongoing
Parents, Caregivers and Community Involvement	<ul style="list-style-type: none"> Active community links and liaison utilised to support / enhance programs 	Ongoing
	<ul style="list-style-type: none"> Focus on quality and consistency in parent/ teacher communication, including information nights and report writing. 	Ongoing
	<ul style="list-style-type: none"> Build partnerships between our Schools and across sectors, systems and other agencies to improve student outcomes. 	Ongoing
	<ul style="list-style-type: none"> Enriched engagement with the school's community, present and past, immediate and international. 	Ongoing

Table 18: School Determined Targets

10.1 2020 PRIORITIES- AREAS FOR IMPROVEMENT

<i>Area</i>	<i>Priorities</i>
Teaching and Learning	<ul style="list-style-type: none"> • Collaboratively plan, coach and mentor other staff member in order to improve their own professional learning and pedagogies
	<ul style="list-style-type: none"> • Align professional development plans to the Quality Teaching Framework and the Australian Teaching Standards
	<ul style="list-style-type: none"> • Promote high expectations and standards of teacher performance and facilitate these through professional learning and support
	<ul style="list-style-type: none"> • Establish an ICT committee to drive change both with professional development and upgrading processes
	<ul style="list-style-type: none"> • Upskill the ICT proficiency of all staff and introduce online learning platforms such as Microsoft 365, Seesaw and ZOOM.
	<ul style="list-style-type: none"> • Increase the use of technology into the curriculum across all Stages
	<ul style="list-style-type: none"> • Share resources through Microsoft 365 and through school networking
	<ul style="list-style-type: none"> • Update the ICT resources available to staff in order to further improve the delivery of lessons
	<ul style="list-style-type: none"> • Establish a Spiritual Committee to cultivate Orthodox Spirituality throughout the School
	<ul style="list-style-type: none"> • Establish project teams and committees, set up goals, report progress and regularly celebrate success
	<ul style="list-style-type: none"> • Organise demonstration lessons to further improve teacher efficacy, to share best teacher practice and to increase the collaborative culture within the school
	<ul style="list-style-type: none"> • Focus on initiatives to promote staff wellbeing, thus improving productivity and motivation, building staff morale and decreasing work related stress
	<ul style="list-style-type: none"> • Review school policies
	<ul style="list-style-type: none"> • Introduce staff to the new online management system Edumate
Student Achievement	<ul style="list-style-type: none"> • Assess Kindergarten students using the BASE Assessment in order to identify the students experiencing difficulties in their learning.
	<ul style="list-style-type: none"> • Implement evidence based pedagogies for Reading such as Literature Circles and the Super Six Strategies for the Primary grades
	<ul style="list-style-type: none"> • Introduce PM benchmarks for reading assessment
	<ul style="list-style-type: none"> • Implement new strategies for Guided Reading in the Infants grades

	<ul style="list-style-type: none"> • Receive explicit instruction to improve general capabilities such as creative thinking, collaboration etc
	<ul style="list-style-type: none"> • Analyse data to support the tracking and monitoring of students growth
	<ul style="list-style-type: none"> • Develop and implement effective Individual Educational Plans for students with learning difficulties, specific needs or disabilities
	<ul style="list-style-type: none"> • Form a Learning Support Team which meets weekly to discuss the learning needs of individual students
	<ul style="list-style-type: none"> • Focus on initiatives to promote student resilience and wellbeing
Student Welfare	<ul style="list-style-type: none"> • Continue with the Peer Support/Buddy Program with emphasis on more contact between younger students and Leaders/Buddies.
	<ul style="list-style-type: none"> • Publicise and celebrate consistent achievement of academic goals, sporting achievements and community service
Pastoral Care	<ul style="list-style-type: none"> • Introduction of new resources and particular emphasis on Cyberbullying to meet the ever changing needs of students.
	<ul style="list-style-type: none"> • Ensure the continuation and development of the School's camping program with a view to strengthening the spiritual and pastoral aspects of this program
Staff Development	<ul style="list-style-type: none"> • Sharing resources through school networking
	<ul style="list-style-type: none"> • Promote high expectations and standards of teacher performance and facilitate these through professional learning and support.
Information Technology	<ul style="list-style-type: none"> • Review current ICT facilities
	<ul style="list-style-type: none"> • Revision of School's IT strategic plan
	<ul style="list-style-type: none"> • Review success of School's network upgrade
	<ul style="list-style-type: none"> • School to provide access to a student/parent/caregiver portal
	<ul style="list-style-type: none"> • Maintain the School's licensing with Microsoft Office 365
	<ul style="list-style-type: none"> • Maintain ADOBE licensing for staff and student computers
	<ul style="list-style-type: none"> • Migration of Office365 to the cloud for staff and students
	<ul style="list-style-type: none"> • Implementation of Microsoft Teams as a digital learning platform
	<ul style="list-style-type: none"> • Continual use of BYOD for years 5 to 12 students into 2020
	<ul style="list-style-type: none"> • Review of additional laptops purchases for the School

	<ul style="list-style-type: none"> Continual development of the School Website
Facilities and Resources	<ul style="list-style-type: none"> Ongoing maintenance of School classrooms and corridors
	<ul style="list-style-type: none"> Replace carpets in the High School
Security	<ul style="list-style-type: none"> Relocate surveillance cameras to unsafe areas
	<ul style="list-style-type: none"> Maintenance of recording facilities
	<ul style="list-style-type: none"> Replace all surveillance cameras
Policy Review	<ul style="list-style-type: none"> All KLA committees to review and update their policies as required.
Financial	<ul style="list-style-type: none"> Preparation of budget, including projected capital works and fundraising functions and events
Parents, Caregivers and Community Involvement	<ul style="list-style-type: none"> Organise parent forums and workshops on a variety of content and issues
	<ul style="list-style-type: none"> Strengthen partnerships with other schools in our community
	<ul style="list-style-type: none"> Conduct parent surveys to improve lines of communication and determine focus areas for future direction
	<ul style="list-style-type: none"> Develop an improved school website
	<ul style="list-style-type: none"> Formulate a new Parents and Friends Committee, focusing on strengthening the bond of the school community and raising funds for the provision of equipment and facilities
	<ul style="list-style-type: none"> Build partnerships between our School and other agencies and organisations in order to improve student outcomes

Table 19: 2020 Priorities

PERFORMANCE MEASURE 11

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The student body at St Euphemia College has as part of its culture a sense of respect and responsibility. This is being achieved through initiatives such the SRC program, through the Spirituality sessions that are part of the School's extracurricular programs, the Pastoral Care program and fundraising activities.

The SRC program is the leadership program in the school and has as one of its core principles the notion of responsibility. Students who are part of the SRC including the Year 12 prefects are considered to be responsible students. As part of their responsibility in their roles, they conduct themselves in a way which helps to instil a sense of responsibility in other students. They are student leaders and their conduct is an example for others to follow. Staff monitor the conduct of the SRC to make sure their core objectives of promoting responsibility are being met. SRC selected in a democratic process by their peers. This allows students themselves to choose those amongst them who are responsible. Evaluation of the SRC program is currently underway to find ways to ensure such initiatives are maintained.

Being responsible is also addressed through the Pastoral Care program through anti bullying seminars that are presented to students from Year 7 to 10. The anti-bullying program is under constant evaluation and is updated on a regular basis to reflect the ever changing needs of the students in a digital age. Emphasis is also placed on online responsibly and students are taught to be good digital citizens, especially when they are involved in social media.

Respect is also addressed in the Pastoral Care program. As part of the anti-bullying program in Pastoral Care students are taught about the concept of respect towards themselves and their peers. Students who display respect through their daily conduct are rewarded with behavioural awards at the end of the year. The student code of conduct is presented in the student diary and respect is one of its cornerstones. Students are encouraged to be familiar with the student code of conduct.

The school's Spirituality program also addresses the issue of respect through the teaching of Orthodox Studies and during the weekly sermons which are delivered at the formal assembly. Presentations regarding respect are also delivered during these assemblies.

Other initiatives such as fundraising days for charities such as Daffodil day, Jeans for Genes day and the Community service week also help to foster a sense of responsibility and respect for students by asking them to consider the plight of other citizens of our community who are not as fortunate as ourselves. Unscheduled fundraising takes place when unforeseen disasters occur which have an impact on the wider community associated with our school. Last year a fundraising day was held to raise funds for people affected by the forest fires in Greece and the droughts in Australia.

PERFORMANCE MEASURE 12

PARENT, STUDENT AND TEACHER SATISFACTION

All stakeholders have the opportunity to raise concerns and provide feedback for consideration through the SRC, the P&F Association (Parents, Caregivers and Friends) or parent forums. Each of these bodies reports directly to the Senior Executive with any student/parental concerns, expectations or suggestions.

Parents and caregivers are encouraged to participate in all aspects of the School including invitations to attend forums, Open Nights, carnivals, fetes, parent, caregiver or teacher evenings and information evenings.

Students can raise any concerns through the classroom teachers, SRC, Year Coordinator or any teacher who acts as a mentor.

Teachers' satisfaction is expressed through staff, faculty and executive meetings where teachers are consulted concerning school matters and given the opportunity to raise concerns and make suggestions in order to shape policy and develop the strategic direction of the school.

Satisfaction with the School in all three groups is high mainly due to the learning opportunities offered within a safe, caring environment which is conducive to individual needs.

Parents and caregivers also have high satisfaction with the economic management of the school resulting in very low tuition fees (compared to other private schools in the area and sister schools under the Greek Orthodox Archdiocese).

Attendance at Parent/Teacher interviews is high and allows for parents and caregivers to discuss concerns they may have. It also provides parents and caregivers with opportunities to learn in more detail about their child's achievements and progress.

Student successes are recognised in a number of ways. Letters of commendation are sent to parents and caregivers whose children have applied themselves consistently to the best of their abilities. Student sporting and extra-curricular achievements are acknowledged at school assemblies with appropriate awards, medals and/or certificates. Students, parents and caregivers appreciate this gesture.

Through value added initiatives, student, parent, caregiver, teacher and community satisfaction is achieved.

PERFORMANCE MEASURE 13

SUMMARY FINANCIAL INFORMATION

Graphic 1: Recurrent/Capital Income

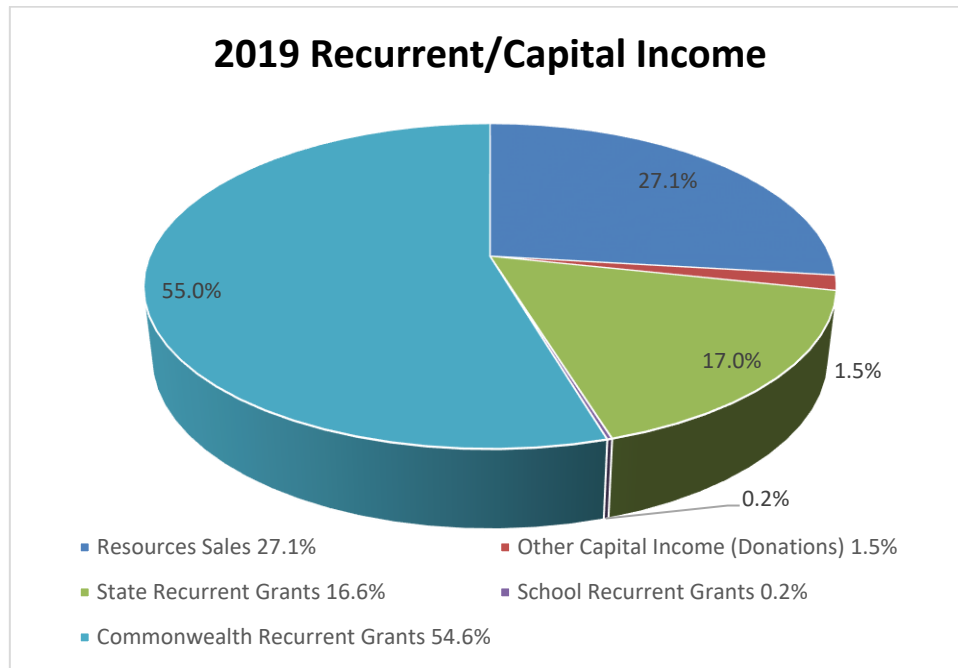


Figure 11: 2019 Recurrent/Capital Income

Graphic 2: Recurrent/Capital Expenditure

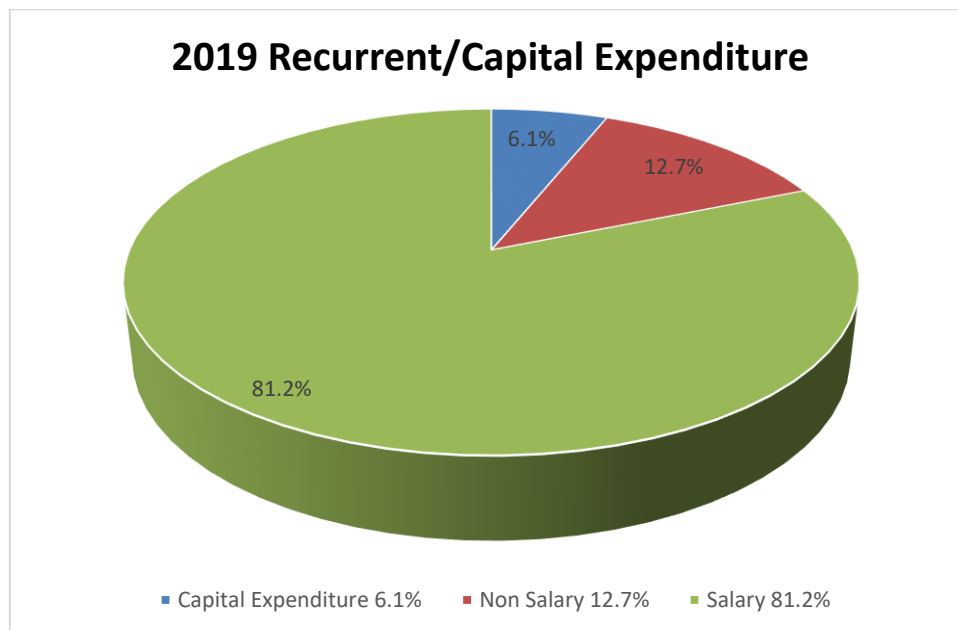


Figure 12: 2019 Recurrent/Capital Expenditure